

Camping Magazine

JUNE 1960



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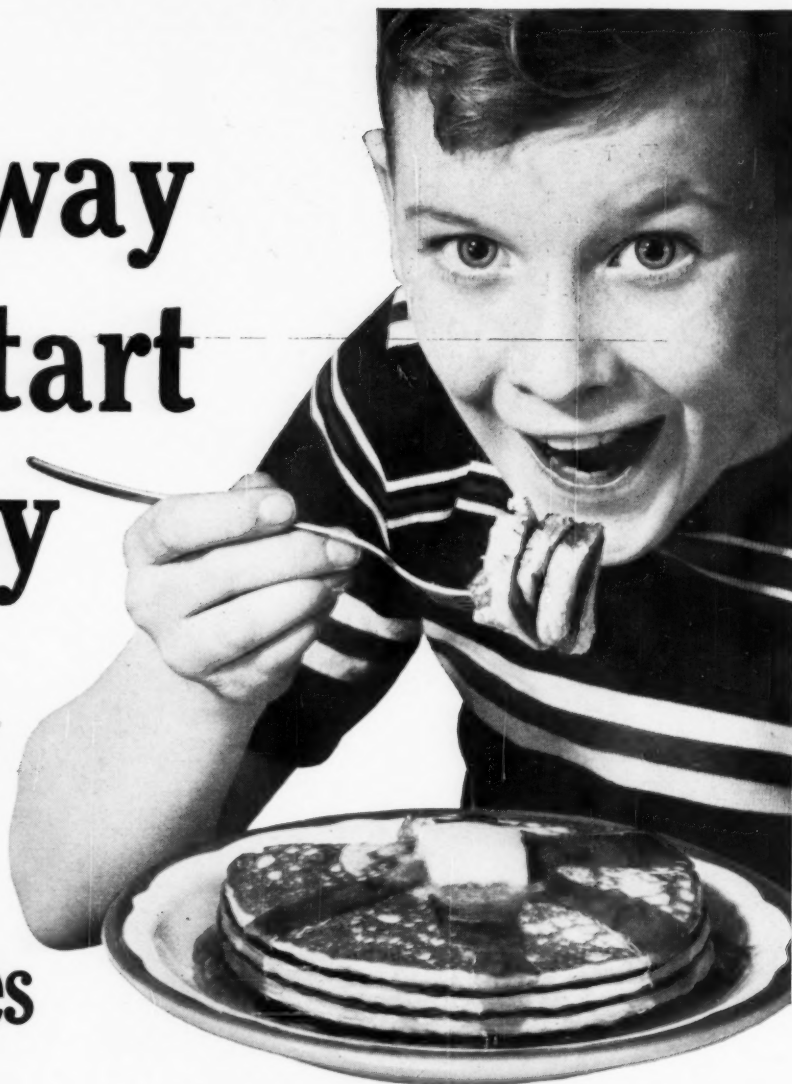
Three Common Faults Of Camping 26

Round-Up Of Summer Activities 10

Report Of Camp Health Symposium 23

Best way to start the day

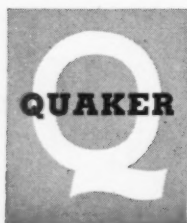
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sap called "latex". This latex is
responsible for the allergic reaction
in some people.

THE LEAVES
Consist of groups of three
leaflets. The leaflets are
oval-shaped, pointed at the
ends, and have a smooth
margin.

THE BERRIES
Small, round, black
berries grow in clusters
at the ends of the stems.

THE ROOTS
Grow in clusters and
are covered with a sticky,
milky sap called "latex".

THE SEEDS
Small, round, black
berries grow in clusters
at the ends of the stems.

THE FRUIT
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**WESTERN
POISON
OAK**



WHERE IT GROWS
In the Pacific Coast, from
British Columbia and Canada
to California.

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**OAKLEAF
POISON
IVY**



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**POISON
SUMAC**



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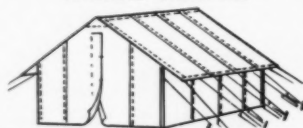


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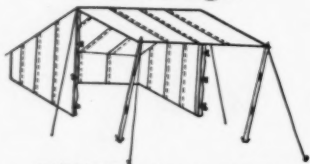
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READERS' GUIDE TO CONTENTS — JUNE 1960

► Summer Activities Round-Up

5 Checks for a Good Program	10
How Nature Encourages Creativeness	10
In Conservation — Little Things Count	12
50 Checkpoints for Safe Overnights	12
Checklist for Safe Camp Programs	13
Planning Successful Campfires	14
Better Trail Meals Mean Better Trips	14
Camp Menu With Quantity Recipes	15
Listening Corner Has Unique Place	16
Choose Folk Songs Carefully	16
Water Games Aid Skill Development	16
Fun With Water Basketball	17
Platter Boats Add Waterfront Fun	17
Movies Add to All Program Areas	18

► 1960 Summer Buying Guide 20

► Editorial Features

Report On Camp Health Symposium	23
Three Common Faults of Camping	
Marjorie Camp and Barbara Ellen Joy	26
Snake Bite Emergencies	Louis J. Polskin, Ph.D., M.D. 29
The Core of Camping	Sidney N. Geal 38

► Service Features

Cover: Camp Illahee,	ACA News of the Month	31
North Carolina	1 Section News	34
Letters From Readers	6 Equipment	35
Books for Better Camping	8 Classified Advertisements	36

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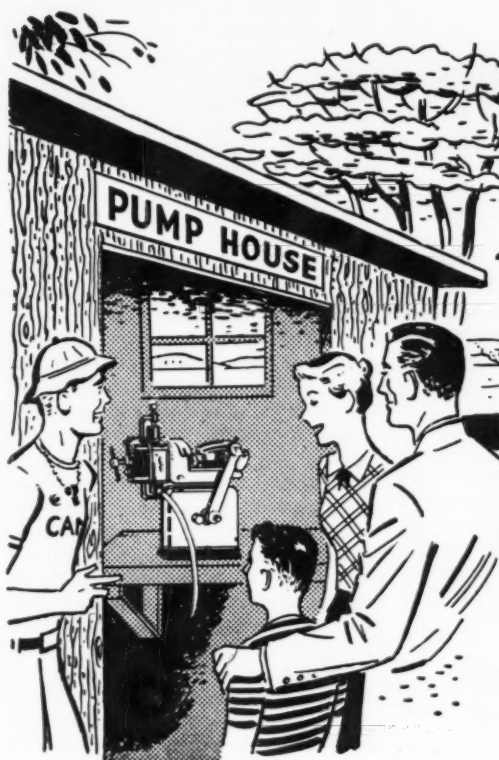
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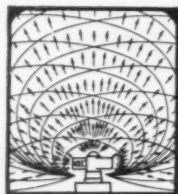
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Camping Magazine

LETTERS FROM READERS

Camping for Mentally Retarded

It was with a great deal of interest that I read "School Camping for the Mentally Handicapped," by Sidney Freedman (Camping Magazine, March 1960). His experiences with the group of mentally retarded children are exactly in line with our findings at Mountainview.

For the past three years we have served a group of these children in our camp devoted exclusively to their needs. Our boys and girls are the mongoloids, the brain-injured and the slow-learners. The I-Q range is 30-75 and the age range is 7-18. During the 1960 season we are planning, on a trial basis, to serve a group of retarded adults.

I can only take issue with Mr. Freedman on one statement of his, "It is hoped that camp people, when called upon, will recognize and seize the opportunity to lend their facilities and special skills to the growth of this exciting concept," and then only if Mr. Freedman means to promote camping for the retarded in the regular camp. Our experience has shown that such competitive mixing of the normal and retarded camper is not conducive to the best interests of the retarded.

Henry M. Lubin
Mountainview Camp
Clarksville, Ga.

Objective Interpretation

The After Taps article in the May issue of Camping Magazine, "Citizenship Training," by Sidney B. Alexander, is valuable in pointing out a point of view which many of our members would hold in sincerity. However, the genius and uniqueness of the American way is to try always to honor the minority point of view so long as it is not treasonous. America has always welcomed and nurtured a wide variety of religious and patriotic persuasions and activities by majority and minority groups within our country.

Let us hope that the seventh ACA objective will always have a broad and understanding interpretation that will allow our camps to follow their own religious and patriotic orientation.

The right to religious freedom and patriotic expression also has a corollary—the right to be non-religious

and to express patriotism in many different ways.

Roberts D. Burr

More on "Spelunking"

I read with interest the article by John Seeger, "Have You Tried Spelunking?" (Camping Magazine, January 1960.) I even talked it over with a few friends. Some objected vigorously. Others were tongue in cheek, non-committal. The word "spelunking" perhaps caused some raised eyebrows.

But, let's look at the activity, not its name. Cave exploration offers basically sound camp program possibilities. First, it offers exploration and adventure.

Second, it offers informal, but thrilling, education. We learn much of the products of the earth. Why not know the earth itself?

But, in addition to offering sound camp program possibilities, "spelunking" calls for good camping to conduct it. I am sure Mr. Seeger does not claim that his article is a "Handbook for Conducting Spelunking in Camp." But, note the good camping even this short article outlined.

1. Director oversees techniques and judgment and safety precautions used by leaders. This is Director-Counselor relationship that is necessary in all camping.

2. Basic skills are learned before use: knots, cliff climbing, rope technique.

3. Outside specialists are brought in to help. National Speleological Society and professional suggestions are secured.

4. Safety measures are studied, planned and practiced.

5. Only small groups of campers, 6 to 12, that need to be cooperative, can be used in this adventure.

6. Counselors lead! Counselors follow-up! Counselor-camper relationships must be close.

7. Related knowledge and learnings are incorporated: insect life, erosion, fossils, qualities of stone (not just quantity,) trail construction.

8. There is purpose beyond the immediate adventure—mapping, recording and publishing.

Sure, "spelunking" has its dangers but good camp leaders in "spelunk-

ing areas" will have to develop and use safety education and devices to fit their need just as camp leaders have done with horseback riding, mountain climbing, sailing, and winter and wilderness camping.

Robert W. Tully
Bradford Woods
Martinsville, Ind.

Camping IS Education

I have read the monograph "Camping IS Education," published by American Camping Association (Camping Magazine, January 1960.) If, as the article states in the opening sentence, "Education is recognized as a continuing process in growth which goes on with greater or less intensity through each waking hour," why go to the time and expense of trying to justify camping's role as an educational process? Aren't all campers awake sometime during the day?

Why is such an article necessary?

Is it because camps would like to be classified legally as schools? Does the camping profession wish to be labeled "educational" so that it can reap the legal benefits enjoyed by educational institutions? To gain this status are we, as camp directors, willing to dilute the word education to include everything and in the process do a disservice to camps as well as schools?

The legal status of camps can be raised out of the hotel, motel and tourist court classification to the level of educational institutions where camps belong by the simple process of selling the similarity of operation. The administration and organization of a summer camp is almost identical with a school or college. The problems are the same. In the broad sense of the word, camping is as educational and *no more* educational than our schools, homes and churches.

By embracing the educational aspects of camping we are in danger of selling out our birthright! We are completely forgetting the one aspect of camping that neither home, nor school, nor church can offer to the same degree. This is camping's recreational advantages. If camp training can sow the seeds of recreation to be enjoyed as an avocation throughout adult life, then camping has justified its existence.

To recreate means "to give fresh life to." Let's be recreators, not educators. Let's put recreation back in camping.

Arthur B. Johnson
Dr. Johnsons' Camps
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Camping Magazine

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By C. Walton Johnson, published by Mr. Johnson, Weaverville, N. C. Also available from ACA, Martinsville, Ind., 1 to 4 copies, 75¢ each; 5 to 24 copies, 60¢ each; 25 or more copies, 50¢ each.

Reviewed by Wes H. Klusmann, National Director of Camping, Boy Scouts of America and Past-president, ACA.

The "Oak Quality" in a boy gained through contact with the earth, and day to day mastering of the basic skills of existence through wilderness living, shines through this beautifully worded, spiritually centered monograph.

C. Walton Johnson, one of the truly great camp directors of our time, has drawn deeply from the well of experience and his adventures in reading to share with contemporary camp directors and counselors a significant interpretation of the nature-oriented camp.

Stepping Stones to Nature

By R. O. Bale, Burgess Publishing Co., 426 S. 6th St., Minneapolis 15, Minn., \$2.50.

A resource for camp leaders and other youth group leaders, this book describes activities and projects to arouse interest in the weather, the sun and stars, growing things, earth, air and water. Like its forerunner, "Creative Nature Crafts," the program ideas employ materials found in woods, fields and water.

Role Playing; Group Work

Leadership Library, Association Press, 291 Broadway, New York 7, \$1.00 each.

These three books have recently been added to the Leadership Library.

How to Use Role Playing Effectively, by Alan F. Klein, gives more than 30 specific uses of the role playing method and illustrates them with case studies and examples.

How to Help Groups Make Decisions, by Grace Loucks Elliott, is a guide to sound, democratically-oriented techniques for group thinking, decision-making and action.

How to Work with Teen-Age Groups, by Dorothy M. Roberts, presents youth's needs, adult attitudes, program planning and evaluation in practical terms.

The Teaching of Tennis

By Eloise Jaeger and Harry Leighton, Burgess Publishing Co., 426 S. 6th St., Minneapolis 15, Minn., \$3.25.

Written to help instructors do a better job of teaching tennis, the authors describe exercises, strokes and action and offer material on group motivation, class procedures and practical ideas for use of facilities and equipment.

Animal Habits

By George F. Mason, Morrow Junior Books, William Morrow & Co., 425 4th Ave., New York 16, \$2.50.

This most recent in Mr. Mason's series of animal books describes a wide range of animal behavior, such as the ability of beavers to work together to build a dam without visible exchange of information.

Outdoor Reference Guide

By Amelia Reynolds Long, The Stackpole Co., Harrisburg, Pa., \$7.50.

The information in this book is arranged in dictionary style and its scope includes mammals, birds, fishes, amphibians, crustaceans, trees, flowers, ferns, fungi, rocks and minerals, as well as terms relating to outdoor sports. The intention is to provide in each item enough information for identification and in some cases interesting, little-known facts.

Boy's Book of Turtles and Lizards

By Percy A. Morris, The Ronald Press Co., 15 E. 26th St., New York 10, \$4.50.

This book gives information about turtles and lizards—distinctive color and marking, size, food and habitat, geographical range, reproductive processes, natural enemies—and photographs to aid in identification. The author also tells how to care for a pet turtle or lizard.

Full of Wonder

By Ann Kirn, The World Publishing Co., 2231 W. 110th St., Cleveland 2, Ohio, \$2.75.

In this book the author, through prose and illustration, shows a child how to see beauty in small objects around him and how to transfer that beauty into crayon rubbings on thin paper.

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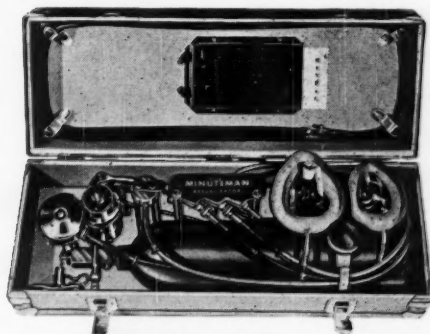


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1960 Summer Activities

THE JUNE ISSUE of Camping Magazine has, for the past several years, featured our Summer Activities Round-Up. The short program ideas are planned to be especially helpful to camp staff members.

Last year for the first time, Camping Magazine included a Summer Buying Guide in the June issue. The 1960 Summer Buying Guide will help you in last minute, pre-camp ordering and in placing orders throughout the season. Be sure to check over the list of suppliers before you buy—you may be able to save both time and money.

In addition to the Summer Activities Section and the Buying Guide, this issue includes articles of particular interest to directors. The New England Section, working with the Children's Medical Center in Boston has, for the past 10 years, held helpful and informative conferences on Camp Health. This year, through the help of a special New England Section committee, Camping Magazine is able to present the report of the 1960 conference.

Another article dealing with a phase of camper safety and health is Dr. Louis Polskin's report on first aid measures for snake bite.

Marjorie Camp and Barbara Ellen Joy have had an outstanding opportunity to study camp operations. Their report of their findings will be of great interest to directors as they begin another season. Another article based on camp visits is Sidney Geal's After Taps feature. This, too, will be of interest at the start of another summer.

The editors hope you will find the June issue helpful throughout the 1960 season and wish every camp staff member and director a happy and rewarding summer. Camping Magazine will be back in November with more articles and features to help you in the ever-changing, always challenging business of camping.

5 Checks for a Good Program

When your campers suggest an activity or your counselors have an idea for their cabin or an all-camp program, here's a quick checklist of questions to help you determine if the activity is one to encourage.

1. Can it be done better out-of-doors than in town?
2. Will it be safe?
3. Will it help campers learn to live and work and play together?
4. Will it be fun, adventuresome?
5. Will it further the purpose and ideals of our camp?

—Based on an idea presented in a small group session at the ACA National Convention in San Francisco.

How Nature Encourages Creativeness

Every camp has available a great variety of natural craft materials. Nature provides an abundance of rocks, woods, grasses, cones, seeds and other materials to help an imaginative child create craft ideas.

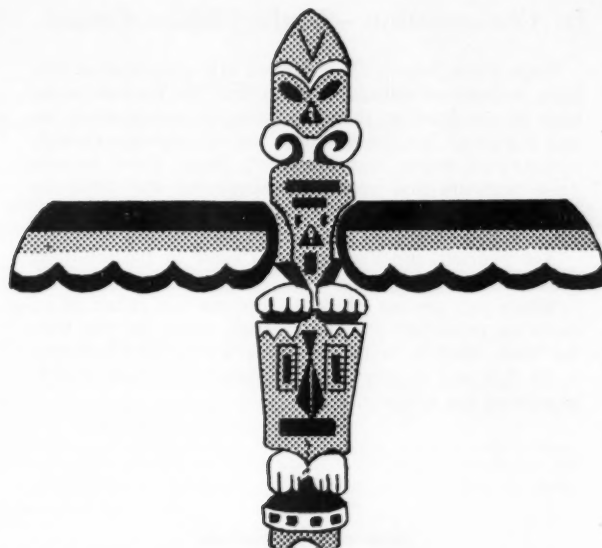
Within the bounds of your camp, or within hiking distance, is a world filled with natural raw materials. The excitement of exploring this world will naturally inspire both campers and counselors to gather materials and create useful or aesthetic craft objects. Creativeness begins with the gathering and selection of the natural materials.

A pine cone, because of its shape, may inspire a camper to make a real or imaginary animal. With the great variety of shapes to be found in pine cones, an entire camp zoo can be made by adding twigs, leaves and seeds to form legs, ears and eyes. The zoo may be displayed in camp along a walk or hung as mobiles from the trees to swing in summer breezes. A pine cone can become a bird feeder stocked with fat and peanut butter from the camp kitchen.

Natural grasses may be collected. After drying them on racks, they may be woven into mats, or coiled into archery targets. Dried grasses may be formed into jewelry or, with string threaded through the straws, shaped into three dimensional objects, or tied into traditional Swedish tree ornaments.

Even stones and rocks are a natural craft material. Look carefully at a rock. It may only need an eye to

Round Up



become a snake or a pair of ears or a tiny tail to become a member of the camp zoo. The stones may be painted. The texture of a rock may be printed on paper. Children like to carry a smooth stone as a token. It is even more personal if the smooth rock is painted with their own design.

Stones have other uses. They may be struck together with a rhythmic beat. They are the simplest and handiest of all musical instruments. Everyone can carry his own rhythm section, with his favorite note painted on it. Stones may be used to polish the surface of pottery. When the clay is leather-hard, a stone is rubbed over it to produce a smooth and shiny surface. This effect may be contrasted with designs in the unpolished surface.

Pebble mosaics sharpen the eye of even the youngest camper for gathering of materials. There are so many colors, shapes and textures that the camper develops a fine eye for selection and quality. There are no limits to the variety of designs that can be made in a mosaic. Seed mosaics are just as challenging. The camper may gather seeds along camp paths. Add shiny black watermelon seeds to the color range of browns, yellows and tans in the natural palette of seeds and nature will provide a challenging array of mosaic material.

The many shapes of leaves help a child to understand the complex world of pattern. Leaves may be used for leaf prints or as the basis of a recorded statement of nature in a dozen different ways. An ink print may be used to give the exact pattern of the leaf structure or to make a spatter print showing the leaf's shape. Stencils may be cut from leaf shapes. The leaves may be made into dolls. A montage of leaves can awaken a child's interest in pattern and will encourage him to observe the hundreds of shapes and designs around him.

Clay is a universal craft material. Coil pottery, figurines and plaques are only a few of the objects that may be made from clay. A potter, a local artist, or the craft counselor can help campers in selecting clays on the campsite. He may show the campers the full process of preparing native clays, and perhaps how to build a primitive kiln.

There are many local experts and specialists in various fields who may be called upon to inspire your campers to try a new craft. An expert wood carver might go along on a hike to explain the woods used and show campers the joy of creating from one of the most common of materials. An artist might explain the grinding of natural colors, the use of natural dyes and perhaps judge a camp art show.

Musical instruments may be constructed from natural materials. Their construction and use will add much to the entire camp program. Simple whistles and flutes made of reeds or grasses form the wind section. Drums and rattles of every size, sand blocks, rhythm rocks and castanets make up the percussion group. The strings may be represented by a corn stalk violin or a taut string and can instrument. Add these to the human voice and you have a memorable experience.

If craft counselors show enthusiasm for natural craft materials in the world around the campsite, each camper will have added opportunities to develop creative imagination.

—Material from a workshop on Creative Crafts in Camp Setting conducted at the 1960 ACA National Convention by Mrs. Philip A. Winter.



In Conservation — Little Things Count

Huge dams, large-scale irrigation and reforestation projects, millions of dollars spent to heal the wounds in the body of our country: these are forms of conservation, big and dramatic. But for you and me the average camper, conservation begins with the small things. Mere outdoor good manners and ordinary respect for the land, for other people, for other forms of life: these are forms of conservation which can be part of our everyday life.

Ask yourself and your campers some of the following questions.

When you are out of doors, do you put refuse in receptacles provided? Or, if there are none, do you burn the trash, bury it, or take it home with you? Cleanliness is the first and simplest step in conservation, and it costs us nothing but a little effort.



Do you build a fire no larger than you need? A large fire wastes fuel and may get out of control.

Do you put out a fire completely when you leave it by drowning with water, stirring, and drowning again? Thousands of acres of valuable timber are lost because of carelessness with fire.

If you remove turf to make a fire, do you replace it when you are through? Bare ground invites erosion.

If you build a fire in a restricted area, do you obtain a permit first?

If you cut saplings, do you do so with regard to the welfare of the forest as a whole? Some saplings should be removed to improve the forest. Others should be allowed to grow.

Do you ever look fresh-eyed at the land around you? You may see where a small amount of labor may prevent a great amount of damage. A shovel full of dirt and a little grass seed today may keep a little gully from becoming a big one.

Do you let wildflowers and ferns grow so that those who follow may enjoy them?

Do you let small animals, including harmless snakes, live undisturbed in their natural habitat? Camps can be sanctuaries where birds and mammals are seen, enjoyed, and protected.

Do you sometimes give wildlife a helping hand? Providing natural food and shelter by plantings may encourage them to live on your land.

Do you know and obey fish and game laws? These laws are made so that there may be a supply of fish and game for the future.

Are you careful not to waste water and to keep its source free from pollution? Abundant pure water is a camp necessity and joy.

Most poor conservation habits in everyday life spring

from carelessness, thoughtlessness, and ignorance. Good habits in small things can add up to big results.

—Adapted by Reynold Carlson from material originally written by Fay Welch, New York State College of Forestry.

50 Checkpoints for Safe Overnights

Director

1. Review counselors' responsibilities with them.
2. Check on first aid supplies.
3. Check all equipment.
4. Check names and have list handy.
5. Review emergency routines.
6. Check route and site.
7. Check current health of overnights.
8. Review overnight rules with staff and campers.
9. Check insurance coverage for overnights.
10. Have periodic contact with overnights while on trip.

Trip Counselors

11. Make sure equipment in good condition.
12. Adequate sanitary supplies.
13. Ample food.
14. Proper food containers.
15. Insect repellent.
16. Rigid swimming regulations.
17. Rigid fire regulations.
18. Know proper use of campcraft equipment.
19. Fair camper duty assignments.
20. Adequate leadership training.

Campers

21. Ample clothing for all kinds of weather.
22. Flashlights.
23. Towels—beach and face.
24. Sleeping bag or blanket roll.
25. Extra pair of shoes.
26. Sunburn lotion.
27. Campers trained in campcraft skills.
28. Use buddy system.
29. Counselors know campers' allergies.
30. Counselors know campers' swimming abilities.

Camp Site Selection

31. Free of poisonous plants.
32. Safe water supply.
33. Shade from sun.
34. Dry ground.
35. Safe campfire site.
36. Protection from storms.
37. Proper drainage around tents.
38. Area clear of glass, tin cans, etc.
39. Protection from animals, wild and domestic.
40. Safe swimming area.

General

41. Proper waste disposal.
42. No night swimming.
43. Put out all fires.
44. Avoid over-strenuous activities.
45. Ample sleep and rest for all.
46. Constant check on campers' whereabouts.
47. Avoid strangers.
48. Check on possible food spoilage.
49. Respect other's rights—property, privacy, etc.
50. Store equipment properly upon return.

—Ed Slezak, camp director and member of the faculty, Univ. of Michigan.

Checklist for Safe Camp Programs

Hazard	Possible Injury	Precautions
Getting lost in forest	Exposure, injury, panic	Leaders know country — Orient campers by maps, etc. — Use three man "buddy" system — Learn hazard in area — Frequent roll call — Inform forest ranger or sheriff soon.
Falling—cliff, stream bottom, etc.	Death or serious injury	Learn hazards of area — Teach campers to stay on trails — Warn of dangers — Create awareness — Have capable, aware leaders.
Rolling rocks	Death or serious injury	Stay on trails — Teach awareness — One at a time in hazard areas — Post a lookout — Leader training.
Falling Limbs or trees	Death or serious injury	Inspection and reduction of hazards in and around camp — No tree climbing — Be alert and retreat from danger on windy days.
Lightning	Death, serious burns or shock	Stay indoors — Stay away from base of trees — Stay away from prominent open and rocky areas — Lightning protection in camp.
Swimming	Death by drowning	Swimming instruction — Life guard on duty at all swimming periods — No long swimming — Install "buddy" system — Learn and post hazards in swim areas — Dive only in tested locations.
Boats and Canoes	Death by drowning - head injury, etc.	Use boats only under able supervision — Swimming instruction — Training in use of canoes and boats — No horseplay — Teach campers to tip canoes and right them — Establish limits of use — Post water hazards — Inspect boats.
Power boats	Serious injury, death by drowning, etc.	Only trained operators operate power boats — Post hazards and limits of use — Make swim areas "off limits" for power driven boats — Other precautions as for all boats.
Branches and brush	Loss of eyesight, cuts and scratches	Awareness — Stick to trails — Avoid horseplay and running in brushy and wooded areas.
Snakes	Illness, possible death	Learn to carry and use snakebite kits — Learn and warn of areas of possible danger — Don't play with them; they're quicker than you think — In climbing, don't put hands in unseen spots.
Insects	Discomfort, illness, infection	Leadership awareness of insect hazards — Mosquito netting — Insect repellent — Eliminate wasp or yellow jacket nests around camp — Avoid infested areas.
Water	Illness, disease	Drink only treated or tested water; otherwise boil it first — Have camp water and sanitation inspected by local health authority — Have springs along hiking trails tested.
Use of tools	Cuts, fractures, concussion, etc.	Let no one use tools unless trained to do so — Check all axes and hatchets brought to camp for loose handles — Keep them sharp — Leaders assure themselves campers have had instruction in use and hazards — Axes, shovels, and saws are worst offenders — Teach awareness to be careful of others.
Firearms	Death or serious injury	Check and maintain full control of <i>all firearms</i> — Use <i>only under supervision</i> — Check all arms in central cache except when in supervised use — Use only in prescribed safe ranges.
Archery	Serious injury	Post guards in archery ranges — Archery only under supervision — No promiscuous use of archery equipment — No horseplay.
Livestock (Horses and mules)	Death or serious injury	Use livestock only under supervision — Train campers in consideration and care of animals and their character — Inspect all livestock for gentleness and predictability — No horseplay with or around animals.
Games and sports	Fractures, sprains, cuts and bruises	Play games in areas cleared of rocks and in areas with good surfaces to run upon. Inspect play areas for hazards and eliminate.
Automobiles	Death or serious injury	Post nearby highways and roads as off limits — Where necessary establish supervised crossings or cross under supervision — Do not permit ride thumbing — Train campers in walking along roads and highways — Establish central parking lot and eliminate driving in camp area.
Driving	Death or serious injury	Allow only licensed, trained, <i>tested</i> drivers to drive camp cars or trucks — Insist on observing all traffic laws and warnings — Ground any "hot rodders."
Fire	Death or serious injury	Inspect camp area for fire hazards and eliminate all possible — Enlist local forest ranger or fire marshall in this before camp opens — Teach fire prevention — Do not permit matches, etc. among campers except as needed for the activity — Observe all fire prevention laws.

—from a small group session, 1960 ACA National Convention.

Planning Successful Campfires

Four main considerations should be given to planning a successful campfire. These are: Site, the fire itself, program, and leadership.

1. **Site**—Make the most of a natural setting. It should be a spot used just for campfires.

2. **Fire**—Fires should be built in advance, perhaps by a camper committee. The fire circle should be cleared to at least 10 feet. Make sure you have adequate supply of wood. Appoint a fire tender. Make sure the fire doesn't get too large and that your fire protection equipment is adequate. Make provisions for successful fire starting.

3. **Program**—The ingredients of campfire programs are fun, fellowship, instruction and inspiration.

Fun: Usually in the early part of the campfire program fun is created with stunts and games, action films, quizzes, moving games and dramatics.

Fellowship: Encourage new campers to participate by adding fagots or color crystals to the fire. Singing is most helpful in encouraging good fellowship.

Instruction: There are many learning opportunities inherent in campfire programs. Some of these are; stargazing and legends, nature study, woodcraft study, visits by forestry personnel and game wardens, legends and local folklore, traditions of the camp.

Inspiration: This may be found at campfires through songs, an inspirational message from the director followed by a prayer from a camper and then taps. Your camp may develop its own traditional closing song. If the campers sing on the way back to their cabins, it helps to keep the mood of the inspirational closing.

4. **Leadership**—Adults who are interested and skilled at campfire programs should work with the campers. There are many books available which suggest campfire programs. Campers will find the programs more enjoyable and inspirational if they are involved in the planning.

—Material based on discussion session at the ACA National Convention in San Francisco.

Better Trail Meals Mean Better Trips

A trip is much more enjoyable if the preparation of meals matches the adventure experienced in the day's travel. To attempt new and better things in the art of outdoor cookery is the mark of a good camper. And the result is fuller stomachs, better-nourished campers and broader smiles after the last plate is cleaned.

Here are suggestions to help assure the success of trip cooking.

Counselors should know which foods are available for trips. A mimeographed list should show what canned, packaged, or other foods are available at trip headquarters. Make the list as complete as possible. And, to avoid later skirmishes with the head cook, store at trip headquarters some foods like potatoes, onions, carrots, oranges, apples and other fresh foods that add so much to outdoor menus.

Equipment should be listed and demonstrated. New counselors will want to know how a Duluth pack differs from a rucksack; how to set up a reflector oven; what kinds of pots and skillets are available. Tents, utensils, food containers, ways of packing eggs—all will have to be explained.

During a pre-camp cookout, a counselor should demonstrate the tricks that make the difference between "just another trail meal" and one that really satisfies. Here are a few:

Add thin apple slices to pancake mix.

Put peach-sauce mix in gingerbread.

Add dry whole milk to add-water cocoa.

Put onions and vegetables in stew mixes to bring out flavor.

Mix fresh blueberries or fruit in biscuit mix.

Add raisins or fruit to hot cereal.

Use syrup mix powder as sugar on cereal.

Put tomato paste in some mixes—especially spaghetti.

Add cheese to macaroni dishes.

Put meat in stew mixes.

Demonstrate these helpful trail cooking techniques to counselors:

Use of reflector oven—in making bread, biscuits, gingerbread, pot pies, and even fruit pies.

Use of lake water—when to get it, how to purify it if necessary, how to judge its purity.

Types of fires: How cooking on coals saves smoked pots; how an oven requires a different fire.

Wood to use, and wood that burns poorly.

Soaping pots and pans to prevent smoking.



Planning cooking sequence so all parts of a meal are completed at same time.

And, counselors should understand these details when planning trips:

Selecting food—getting plenty of fresh food.

Planning menus—following rules of nutrition, yet planning for variety and possible flexibility.

Packing food, and packing eggs in cereal or sawdust.

Planning for possible native food—berries, etc.

A counselors' canoe trip before camp can serve several purposes. It gives counselors first-hand experience in using equipment and cooking food. The tripping skills of each counselor can be seen first-hand and evaluated. Counselors can try first-hand the tricks of making meals over the fire.

Naturally, counselors themselves should plan the menus and food for the trip—with the guidance of the head trip counselor. Counselors will learn by experience how fresh an orange tastes after an afternoon swim, how a bar of chocolate can shorten an afternoon, or how a few onions in the stew pot can make the whole dish more flavorful.

—Steve Wells, author of this article, is an experienced trip counselor.

camp menu with quantity recipes

By Marie E. Knickrehm and Dorothy M. Proud
Cornell University, Ithaca, N. Y.

OUR MENU this month features Escalloped Eggs and Vegetables. Did you know that two eggs have almost as much protein and as much iron as an average

serving of meat? Eggs are as good for the main course of other meals as they are for breakfast. We think you'll like this recipe for Escalloped Eggs and Vegetables.

Menu

Escalloped Eggs and Vegetables
Tomato and Cucumber Salad with French Dressing
Devil's Food Cake with Chocolate Frosting
Baking Powder Biscuits—Butter
Milk

ESCALLOPED EGGS AND VEGETABLES

YIELD: 50 servings

SIZE OF SERVING:
3/4 cup

7½ lb. mixed vegetables, frozen	1¼ c. butter or margarine
3 doz. eggs, hard-cooked	2½ c. flour
1 gal. milk	2 tbsp. salt
	1½ qt. bread cubes

1. Cook the frozen vegetables until just tender; drain.
2. To hard cook the eggs, cover them with cold water, bring to a simmering temperature and cook over low heat for 10 to 15 minutes. Drain off the hot water and cover them with cold water. Remove the shells.
3. Heat the milk in the top of a double boiler.
4. Melt the butter; add the flour. Add the fat-flour mixture to the hot milk stirring constantly with a wire whip until thickened. Cook 5 to 10 minutes longer. Add the salt.
5. Arrange layers of sliced hard cooked eggs and mixed vegetables in greased baking pans. Cover these with the cream sauce.
6. Put the bread cubes over the top. Bake in a moderate oven (350° F.) for 20 to 25 minutes until the mixture is heated throughout and the top is browned.

FRENCH DRESSING

YIELD: 1 quart

2 tsp. powdered sugar	2 tsp. dry mustard
1 tbsp. salt	4 tsp. onion juice
½ tsp. paprika	1 1/3 c. vinegar
1 tsp. pepper	2 2/3 c. salad oil

1. Place all the ingredients in a jar and shake vigorously.

DEVIL'S FOOD CAKE

YIELD: 50 servings

SIZE OF SERVING:
1 piece (3 x 2 ¼-inches)

6 oz. (1½ c.) cocoa	2 lb. 4 oz. (2¼ qt.) cake flour
1 qt. coffee brew	1 tbsp. salt
1 lb. (2½ c.) vegetable shortening	1¼ c. strong coffee brew
3 lb. (6½ c.) sugar	2 tbsp. soda
10 eggs	2 tbsp. vanilla
2½ tsp. baking powder	

1. Cook the cocoa and first quantity of coffee together, and cool.
2. Cream the shortening; add the sugar gradually and continue to cream until well blended; add the eggs and beat the mixture thoroughly.
3. Sift the flour, salt, and baking powder together and add them alternately to the first mixture with the cocoa-coffee mixture; beat until the batter is smooth.
4. Combine the coffee, soda and vanilla, and stir them carefully into the batter. Divide the batter into greased and floured baking pans. Bake at 325° F. for 40 to 50 minutes or until done.

CHOCOLATE FROSTING

½ c. coffee brew	¼ tsp. salt
½ c. cocoa	4½ c. (approximate) confectioner's sugar
3 tbsp. butter or margarine	

1. Cook the coffee, cocoa, and butter together; cool and add the salt. Add enough confectioner's sugar to make the mixture stiff enough to spread.

All recipes from Wood, Marion A. and Harris, Catharine W., "Quantity Recipes."

Listening Corner Has Unique Place

A "listening corner" set aside and made attractive, where individuals or groups may come and use records at their leisure, can have a unique place in camp life. It may serve campers and counselors who wish to spend some time getting acquainted with great music literature. Incidentally, you may find that individuals or music stores who are replacing their 78 RPM records for LPs may donate wonderful free material for such a corner.

The listening corner can also provide an opportunity for a counselor and small group to play recordings of new songs to be learned at camp. This activity will challenge some of the talented campers and will give them an opportunity to share with the whole group, enriching the music of the entire camp.

The listening corner can also be used by campers and counselors especially interested in learning certain folk songs or creating or interpreting movements from a particular record of their own choice. Such individual or small group projects may become part of the after-dinner or campfire programs.

—This idea was suggested at the Music Workshop, ACA National Convention, San Francisco.

Choose Folk Songs Carefully

A mother of a camper asked me one evening to explain a song her child brought back from camp. She reported that a music counselor had taught it to her 10 year old son. The song was "Cocaine Bill and Morphine Sue."

The next morning I went through my files on folk music. I picked at random several books of folk songs and several mimeographed collections music counselors had prepared over the past seasons. I asked other directors to send me folk songs from their files. I discovered that most of the songs were the old, familiar ones—lovely in both lyric and melody. But, there were some clearly in questionable taste and these appeared in most of the collections.

What are some of the questionable songs we often take for granted? Here are a few:

"Samuel Hall" is an old and popular folk song. It tells of Sam Hall's last defiance as he stood on the scaffold about to be hanged. One part of the lyrics reads:

"Let this be my parting knell, I will see you all in Hell,

Hope to Hell you sizzle well, damn your eyes!"

In the mournful ballad of America's most notorious robber and murderer, Jesse James, the folk song dedicated to his memory condemns Robert Ford, "that dirty little coward," and praises the saintly Jesse James' lawlessness.

The eminently successful ballad, "The Foggy, Foggy Dew," made popular by recordings, laments:

"And the only, only thing I did that was wrong,
Was to keep her from the foggy, foggy dew.

Again I am a bachelor, I live with my son . . ."

Cute, forgivably naughty? For adults, perhaps. For children at our camps? No.

Life in 19th Century America was rough and rugged; its characters were brave and often reckless men. In that climate of ruggedness men caroused in beer halls and sang the praises of other rugged men. When such folk songs are sung by professional entertainers before adult groups, no one in the audiences suggests censorship. But we do question the educational or cultural value for children in some of these songs.

When choosing folk songs for camp, consider if the song enriches and entertains the campers. Is the song consistent with our responsibility as educators and leaders? There is a vast number of folk songs which shall always remain lovely to hear and sweet to sing. Let's choose our camp songs from these.

—Based on material prepared by Charles Ansell, director Bronx House-Emanuel Camps, New York.



Water Games Aid Skill Development

Shallow Water Games

Leap Frog

Four teams line up about 20 yards from goal posts. (Can use people for goal posts.) At the signal, the last camper in each team leaps over the ones in front of him. When he reaches the front of the line, the last person in line starts. The race continues until someone touches the goal post.

Human Croquet

Contestants from two teams line up alternately behind goal posts a member of team "A" is first behind one goal; a member of team "B" is first behind the other. The human "wickets" stand with feet spread wide apart. The first team to complete the course wins. Confusion reigns when contestants from opposing teams reach the middle wicket.

Water Dodge Ball

Played as traditional dodge ball except a soft rubber ball is used and person may be tagged on any part of body. A person can save himself by ducking under water. Use two teams. As people are tagged they join the circle and help tag the others.

Tug of War

Use heavy rope and play as you would tug of war on land. Arms clasped around waists may be substituted for rope.

Shoulder-deep Water Games

Fish in the Net

Swimmers in groups of two stand on bottom and join hands with arms resting on the water. Swimmer is in between. There are two fish without nets. On the signal all fish must swim to a new net. Each time two fish will be left without nets.

Horse and Rider

The horses support a rider on their shoulders. The

riders attempt to unhorse each other. Can be played in two teams. The team having the last surviving rider wins.

Deep Water Games

Collect the Corks

About 100 corks are tossed into the water. The team gathering the most in a given time wins.

Stunt Tag

The player who is "it" calls out a part of the body which must be out of the water to secure immunity from being tagged. For example: Left big toe.

Follow the Leader

Should be played in small groups. The rules are the same as follow the leader on dry land.

Balloon Inflating

Contestants are given toy balloons. Each takes a deep breath, ducks underwater and tries to inflate the balloon. The largest one wins.

—Material based on discussion led by Sue Tinker at the ACA National Convention in San Francisco.

Fun With Water Basketball

Water basketball can create interest and enthusiasm and will help campers develop swimming skills and stamina.

Equipment

Two wooden backboards, approximately 3 feet by 5 feet with official rim and net, to be placed at opposite ends of a swimming pool or on opposite docks. A large can or barrel can be used. The basket rims or top of cans should be four to six feet above water level.

A basketball, soccer ball, volley ball or water polo ball may be used as long as it is rubber.

Colored caps or T-shirts should be used by one team to distinguish the teams.

Rules

Rules should not be too complicated but must provide for safety, organization and fun. The following set of rules have been used successfully but can be changed to fit a specific situation.

1. Teams consist of 8 to 20 players: Forwards to penetrate the other team's area; centers to cover the middle area; guards to patrol "home" area and goal tenders (1 or 2) to defend baskets.

2. Time should be from 4 to 7 minutes per quarter. The game is strenuous and should have sufficient rest periods between quarters.

3. Teams should change baskets at half time.

4. Scoring—two points for field goal; one point for free throw. Free throw distance depends upon individual situations.

5. Swimming under water with ball is illegal. A player may walk, swim and run. There is no walking violation.

6. Game is started by the instructor throwing ball in center of playing area. Teams are lined up at playing positions when ball is put in play.

The rest of the rules are similar to regular basketball, with the jump ball, body contact fouls, ball going out of bounds, etc.

Safety

There should be complete supervision and coverage at all times and at all sections of the swimming area. Use

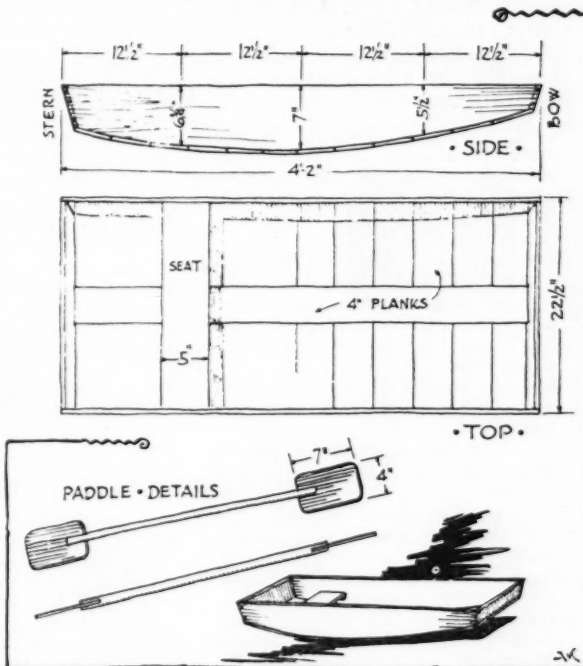
several trained counselors for dock duty. At least three officials are needed to keep things organized and reduce rough play. At quarters and time outs, count should be taken of each team. Encourage clean play and keep the game under proper control at all times.

—Moe Tener, head counselor, Camp Log-N-Twig, Dingman's Ferry, Pa.

Platter Boats Add Waterfront Fun

Campers have had fun with platter boats at our camp since 1931. These little boats have one seat for one person. In order to proper a platter boat, the passenger uses a double-bladed paddle. A 10-year old camper can easily carry the boat.

Our younger campers use these boats as soon as they swim well enough to take care of themselves in deep water. The first trials consist mainly of falling into the



lake and climbing back into the boat. But, after the campers master the secret of proper balance, they develop an amazing technique and speed and enjoy form-paddling and racing.

The platter boats were built primarily for the younger group, but, of course, the older campers and the staff wanted to try their skill. It is quite a neat feat for a person weighing 100 pounds or more to keep his balance and prevent the boat from filling with water.

Platter boats are not hard to build. We make them of 1/2 inch white pine or cedar planking, cut four inches wide. The boards at the stern and bow are put in with screws. For all other construction we use No. 6 galvanized nails. The seat is five inches wide and is 1 1/2 inches from the floor of the boat. When the boat is finished, we put it into the water to swell, take it out, dry it, give it one undercoat of paint and another coat of good quality enamel.

—Mrs. B. A. Sinn, director of Camp Severance, Severance, N. Y.



Movies Add to All Program Areas

A GOOD CAMP movie program can add a great deal to your campers' enjoyment and understanding of the world around them. In addition to the fine films offered by commercial concerns, there are many sources of free, educational movies. The following list of film sources, prepared by Ruth Carlson, Audio-Visual Center, Indiana University, will be helpful in locating a wide variety of films. Write to the sources for catalogs and information.

Forest Service, U.S. Dept. of Agriculture, Washington 25, D.C. Prints available on loan from regional offices. National Audubon Society, Photo and Film Dept., 1130 Fifth Ave., New York 28.

Outdoor Education Assn., Inc., 369 Lexington Ave., New York 17.

Soil Conservation Service, U.S. Department of Agriculture, Washington 25, D.C. Prints available on loan through district offices.

State Conservation Departments. Many state conservation departments list available films.

State Film Libraries. Obtain lists of films from the following state film libraries:

Alabama—Agricultural Extension Service, Alabama Polytechnic Institute, Auburn.

Alaska—Agricultural Extension Service, University of Alaska, College.

Arizona—Visual Aids Bureau, Extension Division, University of Arizona, Tucson 25.

Arkansas—Department of Public Relations, Arkansas State College, Conway. Agricultural Extension Service, P.O. Box 391, Little Rock.

California—Extension Division, University of California, Berkeley 4. Extension Division, University of California, 10851 Le Conte Ave., Los Angeles 24.

Colorado—Bureau of Audio-Visual Instruction, University of Colorado, Boulder. Agricultural Extension Service, Colorado A. and M. College, Fort Collins.

Connecticut—Audio-Visual Center, University of Connecticut, Storrs.

Delaware—Department of Rural Communications, University of Delaware, Newark.

District of Columbia—District of Columbia Public Library, Sociology Division, 8th and K. Sts., N.W., Washington 4.

Florida—Department of Visual Instruction, General Extension Division, University of Florida, Gainesville.

Georgia—Agricultural Extension Service, Athens. Audio-Visual Aids Department, Division of General Extension, University of Georgia, Athens.

Hawaii—Agricultural Extension Service, University of Hawaii, Honolulu 14.

Idaho—Agricultural Extension Service, State House, Boise.

Illinois—Visual Aids Service, University of Illinois, 713½ South Wright St., Champaign.

Indiana—Audio-Visual Center, Indiana University, Bloomington. Audio-Visual Center, Purdue University, Lafayette.

Iowa—Visual Instruction Service, Iowa State College, Ames.

Kansas—Bureau of Visual Instruction, University of Kansas, Lawrence. Extension Information Department, Kansas State College, Manhattan.

Kentucky—Bureau of Audio-Visual Aids, University of Kentucky, Lexington 29.

Louisiana—Agricultural Extension Service, Louisiana State University, Baton Rouge 3.

Maine—Agricultural Extension Service, College of Agriculture, University of Maine, Orono.

Maryland—Agricultural Extension Service, College of Agriculture, University of Maryland, College Park.

Massachusetts—Audio-Visual Center, University of Massachusetts, Amherst.

Michigan—Audio-Visual Education Center, University of Michigan, Ann Arbor. Audio-Visual Center, Michigan State University, East Lansing.

Minnesota—Agricultural Extension Service, Institute of Agriculture, University of Minnesota, St. Paul 1.

Mississippi—Audio-Visual Education, State Department of Education, Woolfolk Office Building, Jackson 13. Agricultural Extension Service, Mississippi State College, State College.

Missouri—Visual Education Department, University of Missouri, Columbia.

Montana—Publications Department, Agricultural Extension Service, Montana State College, Bozeman. Montana State Film Library, Sam Mitchell Building, Helena.

Nebraska—Bureau of Audio-Visual Instruction, University of Nebraska, Lincoln 8.

Nevada—Agricultural Extension Service, University of Nevada, Reno.

New Hampshire—Audio-Visual Center, University of New Hampshire, Durham.

New Jersey—Audio-Visual Department, University Extension Division, Rutgers University, 77 Hamilton St., New Brunswick. New Jersey State Museum, State Department of Education, State House Annex, Trenton 7.

New Mexico—Museum Film Service, Museum of New Mexico, Santa Fe. Agricultural Extension Service, New Mexico A. and M. College, State College.

New York—Film Library, New York

State Department of Commerce, 40 Howard St., Albany 7. Agricultural Extension Service, College of Agriculture, Cornell University, Ithaca.

North Carolina—Bureau of Visual Instruction, University of North Carolina, Chapel Hill. Agricultural Extension Service, North Carolina State College, State College Station, Raleigh.

North Dakota—Department of Information, Agricultural Extension Service, North Dakota Agricultural College, Fargo.

Ohio—Agricultural Extension Service, Ohio State University, Columbus 10. Department of Audio-Visual Education, State Department of Education, Columbus 15.

Oklahoma—Audio-Visual Education Department, University of Oklahoma, Norman. Agricultural Extension Service, Oklahoma A. and M. College, Stillwater.

Oregon—Department of Visual Instruction, Oregon State College, Corvallis.

Pennsylvania—PCW Audio-Visual Materials Center, 1500 Woodland Road, Pittsburgh 32. Audio-Visual Aids Library, Pennsylvania State University, State College.

Puerto Rico—Agricultural Extension Service, University of Puerto Rico, Rio Piedras.

Rhode Island—The Library, University of Rhode Island, Kingston.

South Carolina—Agricultural Extension Service, Clemson College, Clemson. Audio-Visual Aids Bureau, University of South Carolina, Columbia 19.

South Dakota—Agricultural Extension Service, South Dakota State College, College Station. Extension Div., University of South Dakota, Vermillion.

Tennessee—Division of University Extension, University of Tennessee, Box 8540, University Station.

Texas—Visual Instruction Bureau, University of Texas, Austin 14. Agricultural Extension Service, Texas A. and M. College, College Station.

Utah—Audio-Visual Division, Utah State Agricultural College, Logan.

Vermont—Vermont State Film Library, University of Vermont, Burlington.

Virginia—Agricultural Extension Service, Virginia Polytechnic Institute, Blacksburg 12. Bureau of Teaching Materials, State Board of Education, Richmond 16.

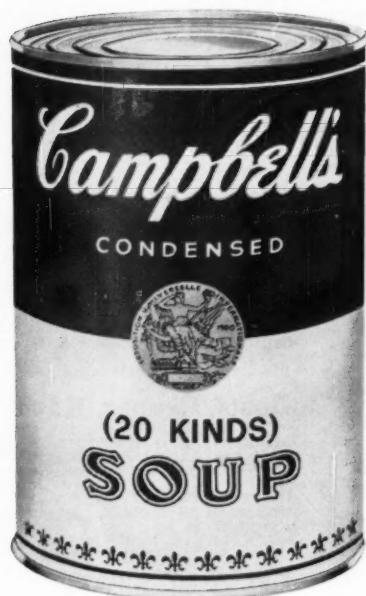
Washington—Office of Visual Education, Central Washington College, Ellensburg. Bureau of Visual Teaching, State College of Washington, Pullman.

West Virginia—Audio-Visual Aids Department, The Library, West Virginia University, Morgantown.

Wisconsin—Bureau of Visual Instruction, University of Wisconsin, Madison 6.

Wyoming—Wyoming Film Library, University of Wyoming, Laramie.

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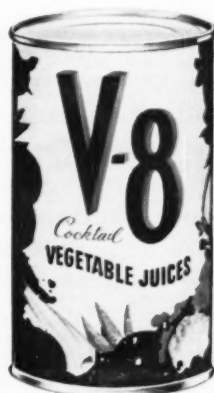
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Harper's Bazaar, 572 Madison Ave., New York 22.
New York Herald Tribune, 230 W. 41st St., New York 36.
The New York Times, Times Bldg., New York 36.
Parents' Magazine, 52 Vanderbilt Ave., New York 17.
Redbook Magazine, 230 Park Ave., New York 17.

Archery Supplies

The Outdoor Sports Mfg. Co., 500 Broad St., Forestville, Conn.
Ben Pearson, Pine Bluffs, Ark.
Saunders Archery Target Co., Box 102, Columbus, Nebr.
Wyandotte Archery Co., 232 Maple St., Wyandotte, Mich.

Arts and Crafts Supplies

Ace Leather Co., Inc., 1048 Prospect, Indianapolis.
American Handicrafts Co., P. O. Box 1643, Fort Worth 1, Texas.
Boin Arts & Crafts Co., 91 Morris St., Morristown, N. J.
Cleveland Crafts Co., 4707 Euclid Ave., Cleveland 3.
Craft Service, 337 University Ave., Rochester 7, N. Y.
Dwinnell Art & Craft Supply, 2312 National Road, Wheeling, W. Va.
El-Fab, Inc., P. O. Box 205, St. Paul, Ind.
Grey Owl Indian Craft Mfg. Co., 4518 Seventh Ave., Brooklyn 20, N. Y.
The Handcrafters, Brown St., Waupun, Wis.
Immerman & Sons, 1924 Euclid Ave., Cleveland 15.
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Ken-Kaye Krafts Co., 867 Washington St., Newtonville 60, Mass.
J. C. Larson Co., Inc., 820 S. Tripp Ave., Chicago 24.
Lily Mills Co., Shelby, N. C.
O. E. Linck Co., Inc., U. S. Highway #46, Clifton, N. J.
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Seeley's Ceramic Service, 7-9 River St., Oneonta, N. Y.
Story, Craft & Song Service, Box 567, Ottawa, Ill.

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Acme Wholesalers, Inc., 5700 Federal, Detroit 9.
Bourdon's Camp Bedding Dept., 96-98 Main St., Claremont, N. H.
Forest City Products, Inc., 722 Bolivar Rd., Cleveland 15.
No-Sag Spring Co., 124 W. State Fair, Detroit 3.
Sanco Equipment Co., 24 E. 13th St., New York 3.

Boats, Canoes, Kayaks

Aircraft Co., P. O. Box 772, Lake Wales, Fla.
Grumman Boats, Inc., Marathon, N. Y.
George O'Day Co., 9 Newbury St., Boston 16.
Old Town Canoe Co., Old Town, Maine.
Thompson Royal-Craft, Incorporated, Cortland, N. Y.

Car Top Carrier

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Chairs and Tables

The Monroe Co., 79 Church St., Colfax, Iowa.

Compasses

Silva, Inc., La Porte, Ind.

Cooperative Buying

Camp Cooperative Buying Service, Inc., 201 W. 72nd St., New York 23.

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Charles Beseler Co., 219 S. 18th St., East Orange, N. J.

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Boonton Molding Co., 326 Myrtle Ave., Boonton, N. J.
Kenro Corp., Fredonia, Wis.

Films, Movie

Gaines "Sixteen" Films Co., 14123 Valerio St., Van Nuys, Calif.
Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.
Moody Institute of Science, 11428 Santa Monica Blvd., West Los Angeles 25.
United World Films, Inc., 1445 Park Ave., New York 29.

Film Processing

Colorfilm Processing Corp. of America, P. O. Box 18681, Atlanta 26, Ga.

Firefighting Equipment

Porto Pump, Inc., 19735 Ralston Ave., Detroit 3.

Foods and Beverages

Bernard Food Industries, Inc., 1208 E. San Antonio St., San Jose, Calif.
Calvert-Vavasour & Co., Inc., 19 Rector St., New York 6.
Campbell Soup Co., 100 Market, Camden 1, N. J.
Canada Dry Corp., 100 Park Ave., New York 17.
Chuck Wagon Foods, Div. Bolton Farm Packing Co., Inc., Newton 64, Mass.
Cramore Products, Inc., 416 Richmond Ave., Point Pleasant, N. J.
Eze-Orange Co., Franklin & Erie Sts., Chicago 10.
Fizzes, 201 Tabor Rd., Morris Plains, N. J.
General Mills, Inc., 9200 Wayzata Blvd., Minneapolis 1.
S. Gumpert Co., Inc., 812 Jersey Ave., Jersey City 2, N. J.
Hilker & Bletsch Co., 614 W. Hubbard, Chicago 10.
Kellogg Co., 235 Porter St., Battle Creek, Mich.
Lyons Food Specialties, 5728 S. Central Ave., Los Angeles 11.
Louis Milani Foods, Inc., 12312 W. Olympic Blvd., Los Angeles 64.
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Perkins Div. General Foods Corp., 7400 S. Rockwell St., Chicago 29.
Pillsbury Co., 608 Second Ave. S., Minneapolis 2.
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Ralston Purina Co., 835 S. 8th St., St. Louis 2.
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John Sexton & Co., 4501 W. 47th St., Chicago 32.
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Program Activities

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Publishers

Abington Press, 201 8th Ave., S., Nashville 2, Tenn.
Association Press, 291 Broadway, New York 7.
Burgess Publishing Co., 426 South 6th St., Minneapolis 15.
Houghton Mifflin Co., 2 Park St., Boston 7.
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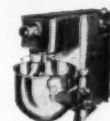
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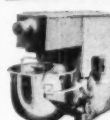
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Parke-Hill Chemical Corp., 29 Bertel Ave.,
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Carbolineum Wood Preserving Co., 6683
N. 40th St., Milwaukee 9.

Camp Health—

Reports from 11th
annual Symposium sponsored by Children's Medical
Center and New England Camping Association

Present Status of Polio Vaccine

Dr. R. Cannon Eley
*Physician, Children's Hospital
Medical Center, Boston
Member, Massachusetts Polio
Advisory Commission; Associate
Professor of Pediatrics
Harvard University*

Having just returned from the annual meeting of the American Academy of Pediatrics, Dr. Eley presented the current professional evaluation of Polio vaccine.

In the United States at the present time:

Five million children under five years of age have received no vaccine at all.

One-half of the population ages 20-39 have had no vaccine.

One-third of the population under 40 have had no vaccine.

One-half of the population under 40 have had fewer than three doses.

Salk vaccine, approved by the U. S. Public Health Service, is given by hypodermic in a series of three injections followed by a booster injection one year later. A fifth injection two or three years later seems to have a desirable booster effect. The vaccine is 95% effective. Salk vaccine is prepared from formalin-killed polio virus. Only the person who receives the injection receives protection since there is no means of transfer from one person to another. Approximately 10% of inoculated people have become paralyzed as a result of a viral infection but it is possible that viruses other than polio may have been the cause.

Live or attenuated vaccines of three slightly different types are being developed by Doctors Sabin, Koprowski, and Cox respectively. Test projects are in process in Houston, Texas, New Haven, Conn., Cleveland, Ohio and Dade County, Fla.

Live or attenuated vaccine is given

orally in a pleasant tasting syrup. One dose becomes effective in two months or less and is expected to provide lifetime immunity. Live vaccine may be excreted through the nasopharynx and intestinal tract of the vaccinated person and may be transmitted to other members of the family and community. Hence, one dose given to a child probably provides immunity to the entire household.

The U. S. Public Health Service is proceeding cautiously before endorsing live polio vaccine. Some viruses increase in potency as they pass through animals and become pathogenic or disease producing. If the live polio vaccine were to increase in potency it would affect the whole community. Fortunately, all tests so far indicate that the vaccine is safe

and effective. Oral vaccine acts as a booster when administered following the use of Salk vaccine.

Doctor Hortsman, who represented the World Health Organization, investigated a program of mass vaccination carried out in Soviet Russia using Dr. Sabin's live polio vaccine. 45 million people will have been immunized by July 1960 and 77 million by January 1961. The program is voluntary and is being conducted without a control group. More urban people than rural people have been vaccinated. The incidence of polio has been reduced dramatically in urban areas while it continues at a fairly high rate in unvaccinated rural areas.

During a polio epidemic in Yugoslavia the medical experts estimated would last four to six months, live polio vaccine was administered in large quantities and the epidemic was brought to an abrupt halt in two months.

Respiratory Infections

Dr. Sidney Kibrick
*Associate Physician
Children's Hospital Medical Center
Research Division of
Infectious Diseases*

Minor upper respiratory infection is the most common cause of illness in camp. More than 70 different viral agents and many bacteria produce these upper respiratory infections but most are due to viruses. Many viruses produce the same symptoms. A single virus may give rise to a whole range of illnesses. There are no effective vaccines to prevent viral infections and there is no effective medication to abort a cold.

Influenza vaccine is effective for six to nine months. However, since influenza is primarily a winter infection, the vaccine would have little or

no effect in preventing summer viral illnesses.

Antibiotics are ineffective in curing viral infections and may even cause bacterial complications because they suppress normal, desirable viruses.

Viral infections are spread by coughing, sneezing, kissing, handkerchiefs, eating utensils and by handling contaminated objects. The greater the concentration of children, especially in enclosed areas, the greater the contamination. Sunlight and open air are effective preventives. Some degree of immunity follows infection.

Four to eight days after the opening of camp there is usually an increase of upper respiratory infections because campers coming from many different areas have different susceptibilities and infections.

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Admission to the infirmary, bed rest and isolation reduce the spread of viral illness and the individual's chance of getting a secondary infection. No antibiotics should be used unless bacterial infection follows. Since the onset of many childhood communicable diseases resembles the onset of a cold, isolation would certainly reduce their spread if they do materialize. Isolation is certainly a desirable safeguard for any camper with cold symptoms, especially during the early days of camp or after a visiting day. The early symptoms of polio also resemble a cold and there is definite evidence that more cases of paralysis develop when the infected individual has not had bed rest during the early stages.

A study has been made of a camp having a capacity of 200 boys and a camping season divided into four two-week periods. The boys ranged in age from 8 to 14. They lived in one-room cabins each accommodating 12 to 14 boys and two staff members. They used a recirculating chlorinated pool, a central dining hall and engaged in an elective program of activities. Health status, temperature, pulse and respiration were recorded daily, and throat and stool cultures were done weekly to determine carriers.

Two percent of the campers were found to be virus carriers on arrival in camp. Records indicated that viruses were transmitted through contact with cabin mates rather than contact during activity periods. There was no evidence of infection being spread during free swimming periods or through the use of common toilet facilities. There was some evidence of spread during supervised swimming classes. Fifty-three percent of the campers had minor upper respiratory illnesses during their stay at camp.

During the days immediately following the campers' arrival, and immediately following visiting days, infection reached significant peaks. It was interesting to note that there were more upper respiratory infections among campers during the week after returning home than there were among non-campers in the same neighborhood. This indicated that the returning campers had to become re-acclimated to the home viral vicinity.

Measles

Some children receive injections of gamma globulin following exposure to measles. Gamma globulin does reduce the severity of the disease but it also prolongs the incubation period. Children who have been given gamma globulin have been known to develop measles as long as 28 days

after exposure. Camp directors and nurses need to be aware of this in order to avoid, if possible, involvement in an epidemic of measles a week after they might have assumed that all was well.

Poison Ivy

This is a problem common to most camp directors. Many forms of immunization and treatment have been

offered and many proved worthless or even dangerous. Aqua Ivy Tablets taken in the spring seem to provide some protection. However, the use of any preventive preparation after the onset of poison ivy infection may produce violent intestinal symptoms. The pre-camp administration of Aqua Ivy should be left to the discretion of parents upon advice of their family physician or pediatrician.

the child's annual physical check-up and it should not be handicapped by last minute pressures. If camp examinations were done within three months prior to camp opening, deficiencies could be corrected and the child would be in much better health to begin a camping experience. Fewer pills would be sent to camp to correct such conditions as low hemoglobin and vitamin deficiencies.

The occasional child who hears at a last-minute physical examination that camp is not for him might be spared such bitter disappointment. Often an early examination would have made treatment and preparation for camp possible.

Camp directors should explain to parents in a preliminary notice the reason for early health examinations. Directors should also clearly reassure parents that the surgical permission is a safeguard for the camper, to be used only in the event that parents are unavailable in an emergency.

Camp Nursing

Mrs. Ruth Cummings

*Assistant Professor
Maternal and Child Health Nursing
Harvard School of Public Health*

Camp directors assume parental responsibility for the care of campers.

The nurse, particularly, functions as a mother substitute and health consultant in the eyes of campers. Her main areas of concern are supervision of health habits, nutrition, care of ill campers, education for accident prevention, and aid in emotional growth.

In addition to the usual professional training, the camp nurse must understand children at various age levels, as well as the camp. She should know that a school primarily educates; a camp educates also but in a freer, more flexible atmosphere.

A certain amount of ritualistic behavior is necessary for camp age children. They thrive on it. Camp also provides peers with whom to measure progress whereas in the home situation a child competes against older or younger children.

The nurse and counselors should not be too demanding. For example, noise and untidiness in the dining hall bother adults far more than campers.

Accidents are the leading cause of death in the 5-15 year old group. Good supervision and safety education are vital. Careful records are essential. The incidence of illnesses and accidents should be evaluated at the end of every season and measures developed to prevent their recurrence.

Camps' Medico - Legal Responsibilities

Edmund L. Twomey

*Attorney for the
Massachusetts Medical Society*

Camps have a definite legal responsibility for the children placed in care. No release from liability is valid. Health, swimming and medical supervision and facilities must be provided.

The camp may be held responsible for malpractice of any resident salaried physician or nurse but not a physician who serves camp as a part of his private practice. The latter is regarded as an independent contractor. Although a nurse may work under a physician's orders, the camp is responsible for her practice.

A camp must assume responsibility of proper food purchasing and preparation, supervision of special diets, and any medical restrictions of campers that are made known to the camp.

Camp directors may be held responsible in the event of an accident if campers are traveling in vehicles other than those owned or leased by the camp, if the trip was for the purposes of the camp. For instance, if some outsider or visitor drove some of the campers to church on Sunday, this ordinarily being a function of the camp management, then the camp would be liable for any injury to the campers, because the driver of the automobile would be acting as an agent of the camp. This would differ from the case where the camp merely allowed a visiting parent to take other campers out for a ride, providing the camp has specific permission in writing from the parents.

On wilderness or mountain trips the camp would probably not be considered liable for illness or accident provided all reasonable safeguards were provided and reasonable attempts were made to secure proper medical help for the camper or staff member.

No one except parents or a legally appointed guardian may give permission for surgery. In case of dire emergency, when a parent cannot be reached, the surgeon may assume the responsibility. It is wise to obtain authorization in advance by a signed statement such as that appearing on the health form of the American Camping Association: "I hereby give permission to the physician selected by the camp director to hospitalize, secure proper treatment for, and to order injection, anesthesia or surgery for my child, as named above."

When a physician or surgeon assumes responsibility for care of camper the camp's responsibility is only choosing a competent physician or surgeon, and keeping parent or designated guardian informed.

A court order is an effective means of safeguarding the child and releasing camp from liability in case of emergency, when parent cannot be reached, or refuses to grant permission for operation or treatment. In the case of a telephoned authorization legality of the authorization can be assured by having a witness on an extension telephone.

A camp should be covered by adequate liability insurance for the protection of its staff and campers as well as the owner and director.

Academy of Pediatrics about the length and details of health forms and the timing of pre-camp examinations required by some camps. Late timing of examinations is a handicap to both the camper and the physician. The pre-camp examination is often

Practical Medical Form for Campers

Dr. William Berenberg

*Physician, Children's Hospital
Medical Center of Boston
Assistant Professor of Pediatrics
Harvard University*

There is a growing concern in the

Three Common Faults of

EARLY IN 1956 we were asked by the Board of Directors of the New England Camping Association if we would serve as Professional Visitors for the Regional Standards Committee. At the close of the 1959 season we had visited or inspected 56 camps in this capacity.

Before making some general observations, we wish to indicate the variety of camps inspected. Camps inspected by states: Maine 18, New Hampshire 20, Vermont 12, Massachusetts 6. Types of camps: Private 42, including tutoring, family and work camps. Agency 14, including Girl Scout, Camp Fire Girls, emotionally disturbed, crippled, cardiac, church, settlement, etc., camps. Kinds: Girls 22, boys 26, co-educational 8.

In addition to these official visits, we have also done private consultant work in over a dozen camps in New England, Minnesota and North Carolina, and have paid social calls to many others in different areas.

Our attitude always was that it was part of our job to help the camp put its "best foot forward." Often, it was quite a game to ferret out hidden virtues and unrecognized plus virtues. In all cases, camp directors and their deputies were cooperative, hospitable and friendly. When directors indicated they would welcome suggestions for any type of improvement, they were given to the best of our joint ability. These suggestions were written and left with the camp director, but no copy was made and no notation turned in with the Report form.

In general, we found the personnel section well taken care of. In many camps the counselors were of exceptionally high caliber and their organization and attitudes excellent. Practically all camps conducted a pre-camp training course.

In a few camps inspected in the latter part of the season, it was evident that some carelessness had crept in and there was a drop from the higher standards, such as table conduct, presumably followed earlier. However, any such lapse is probably due to lack of consistent supervision and morale-building by the director. Nature lore and competent campcraft counselors are at a premium.

Camping is many things to many people. Therefore, there is a wide diversity in philosophy and attitudes and in the resultant activities offered. Since ACA is a volunteer organization, it cannot dictate which activities shall be included in order to make a camp a camp and not a country club. But ACA can stress what it thinks should be the core of a "camp" program—camp craft in its broadest sense, nature lore, conservation, indigenous projects of all types.

Indigenous Motif

Everywhere we observed serious efforts being made to stress the indigenous motif. To us, these efforts were encouraging. We saw little strenuous competition for awards. We did see considerable emphasis on individual choice of activities on a mixed-living-group plan, geared to similar levels of interest, ability and accomplishment and led by competent counselors.

In general, facilities and equipment were adequate and well maintained, with exceptions noted later. Records and routine administration were uniformly acceptable. Except in one case, medical exams for campers were required. Nursing services, medical and hospital arrangements were satisfactory, as were the records kept. Safety practices were usually satisfactory, as were water and milk sources.

Toilet buildings and wash rooms often left something to be desired. There was considerable carelessness and lack of ordinary sanitary rules in the way the campers kept personal toilet articles, toothbrushes, towels, etc. More careful attention should be given to this problem. It certainly is not good education to let children become careless and sloppy in personal hygiene and care of their clothing and equipment. A director or division head should check on this carefully, so that a uniform system of keeping the campers and their possessions clean and orderly could be adopted and easily understood and practiced by all.

There were three general faults or defects which were common in the majority of camps in varying degrees:

Erosion; lack of optimum staff organization, especially on higher levels; and inefficient and dangerous methods and practices in the food service area. The third defect was found from the kitchen through the food and table service, back to the dishwashing and up to storage of eating utensils, food and supplies, garbage and rubbish disposal, and in the supervision of food service personnel. We will comment on each of the three, for until directors realize the basic importance of each to camp operation, it is unlikely camps will be much safer places for children to spend the summer.

In many cases, even in the older and "better" camps, the erosion situation is horrendous. Not only does this indicate a disregard of land management, conservation and good citizenship, but it is a distinct danger to the safety of the campers. Exposed, broken-off tree roots on trees contiguous to living quarters; trails with holes and a fresh crop of rolling stones after every rain; gullies; projecting rocks and roots; bank and waterfront gashes—these are just a few of the results of years of neglect.

Happily for camping, the new ACA brochure "Conservation of the Camp Site" can help directors to start to rectify these glaring defects in management of their land. We especially recommend Chapter IV and the remedy for "beaten down" paths and trails on page 23. Camp lands and facilities are a long-term investment, one that shows dividends (not just financial ones, either) only when well-used. It is hoped that directors may become more conscious of their erosion problems and spend the time, thought and money that will be necessary to correct them.

In regard to lack of optimum staff organization, it was often evident that the director and his top assistants allowed themselves to get so involved in relatively minor concerns that they neglected the consistent, personal supervision and responsibility only they could attend to. Some of this is lack of careful and sensible organization in the first place. If directors would realize there are certain supervisory duties only they can and should do, and leave to others qualified the duties

Camping

they can do equally well or perhaps better, camp operations would improve. Campers would have the benefit of the contact with the director which parents expect.

Just outlining policies at the pre-camp session is not enough. Counselors have to be checked and re-checked, guided and supervised. We well understand the "pulls and hauls" on the energy, time and patience of a camp director. But, it might be a good exercise for every director before camp opens this year to analyze how he can better budget himself! Think how he can shuffle duties so they can be assumed by others and relieve him of details, so he can devote more of himself to the really important functions no one else can do as well.

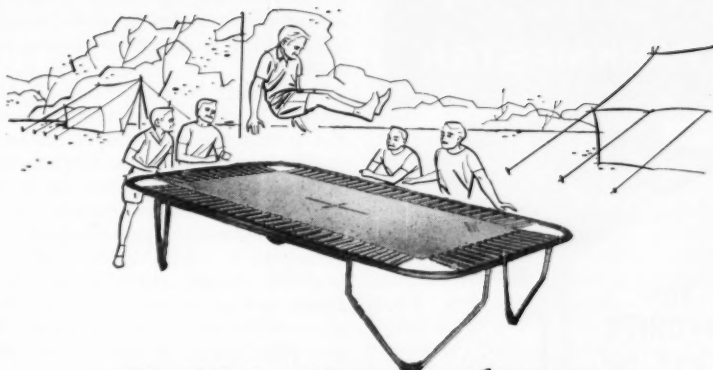
It was a pleasant surprise to have a person of Elizabeth Spear's experience come right out in her article "Do You Qualify as an Effective Camp Administrator?" Camping Magazine, April 1960, and say the assumption that health, safety and sanitation in camps are automatic is not true. This is also our conclusion. In fact, in the light of what we have observed behind the scenes in many camps, we could not see how epidemics and illnesses could possibly have been avoided.

Causes of Situation

Part of this dangerous situation in many camps may be due to three facts: One, that directors are not sufficiently cognizant of basic facts of public health and sanitation; secondly, that they leave details to a cook or some person who is not qualified nor interested in close and efficient direction and supervision; third, directors depend too much on "inspections" by hurried local or state officials, who may not see the processes they are supposed to inspect in actual operation.

We could cite many cases where carelessness, sloppy methods, hurry and neglect on the part of help, slackness in dish and utensil storage, poor food and supply storage, lack of proper supervision of campers helping with any part of serving, washing and drying dishes, etc. were

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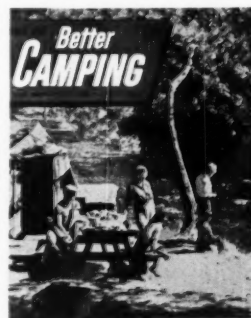


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glaringly evident. In no case had these lapses been spotted by the director or assistants. This was especially true in the dishwashing department, where a shining new machine might be in use, but used in a dreadfully unsanitary manner.

Two remedies could improve this potentially dangerous situation. The first is that the ACA Standards section on health, safety and sanitation be buttressed by a carefully prepared check list, done in considerable detail and including every practice or method to insure a healthy and safe food department and area. This list would be sent in advance to the director with his Standards form. It would do much to aid him in his efforts to organize and supervise this basic part of camp operation. It would make the "visit" by the inspector a fruitful effort, not a casual stroll through the kitchen and adjacent areas, especially if it is done between meals.

The only way kitchen, dishwashing, etc. practices can be checked is for the visitor to make arrangements to be in the areas during the meal-time and afterwards during the clean-up.

The second remedy lies in improved table manners and customs, methods of taking the food and dishes on and off (including the way in which used dishes and silver are scraped, piled and utensils segregated,) serving, ordering seconds, etc. The chaos in some dining rooms is so hectic—due to poor table and serving practices and general conduct—that it is impossible to converse with the next person.

On the other hand, many camps have excellent table customs, which contribute to the type of camper development we hear so much about. For is it not true that in the small things, the every-day routines of camp life, we can practice the "good citizenship, consideration for others, cooperative group living, etc.," which are listed objectives of practically every camp? These qualities are built little by little, and they can well start right at the table, and in the courteous, helpful way dishes are turned in at receiving counters so that the convenience of those who work behind them are kept in the minds of the campers. The tone and quality of the camp in these and many other matters depend on the background and personal attributes and attitudes of the director, and on his ability to instill the fundamentals of unselfish, orderly and peaceful procedures in this phase of camp living.

As we stated earlier, the routine health care of the campers is uni-

formly adequate. The glaring discrepancy in the health set-up is that many camps hire cooks and other food service personnel without requiring any sort of adequate medical examination to determine if this type of help is fit to handle food, dishes, etc. In this, the Standards as written are partly at fault, as the camp can "pass" the item (page 6, no. 43) without such examinations if there is no "local or state requirement." In other words they have met the "requirement," which is non-existent! Many states do not have such requirements, to be sure, but such provisions were made to apply to year-round commercial establishments, where help live off premises for the most part.

A letter to the Surgeon General of the U. S. outlining this lack of any stated definite requirement for food service personnel in summer camps, brought this reply, in part, "However, because of the non-continuous nature of your operation, and particularly since children are involved, your camp directors, and through them, your Association, may wish to establish medical examinations as a preemployment requirement for food service personnel in children's summer camps."

Health Standards

If the Standards would disregard state laws which are not geared to camps in the first place, and substitute a simple requirement that every member of the camp food service personnel should have on file in the camp office the ACA Camp Employee Health Examination Form (orange) or its equivalent, the matter could be settled easily and healthfully. The Standards do require that drivers of camp cars be "free from communicable disease" (page 11, item C.) While the proper committees are considering further revision of the Standards and possibly this basic and fundamental health factor, let us urge all directors (many of the more experienced and knowledgeable ones do so as a matter of course) to arrange for such examinations for their food handlers, as a matter of conscience, integrity and good faith. Otherwise how can we say our camps are 100% healthy and safe?

The adoption of the Standards, and their use has done much for camping. With more specific work on fundamental factors and more specific help and guidance in the factual areas of health and sanitation, they will continue to do much to upgrade our camps and to hasten the day of true professional status.

Dr. Polskin, who has served as camp physician at Blue Star Camps, Hendersonville, N. C., has reviewed the literature on procedure for the treatment for snake bite injury and prepared the following article for *Camping Magazine*. Readers may wish to have their own camp physicians review this material and assist in first aid training for snake bite.

—Ed.

AMONG CAMP injuries, a bite from a snake, actually a "strike," causes the greatest amount of excitement and concern. This accident, fortunately rarely tragic, separates the "boys from the men" with reference to the counselors. If the counselor is emotionally unstable and shows panic, the simplest accident caused by snake bite could have disastrous results.

The best preparation for meeting such tragedies is an educational program. Lectures on snakes, including true and false quizzes on snake lore and habits, are valuable. An inquiry to your State Museum (c/o Department of Agriculture, Capital of State) may reward you with a free loan of snake photographs and color slides pertinent to the species in your locale. Wyeth Laboratories, Philadelphia 1, Pa., will also lend 30 x 30 inch posters of venomous snakes. For about two dollars one can obtain from the Findley Color Laboratory, Montebello, Calif., eight 35 mm. color slides (Set #1004) depicting the cut-and suction technique in addition to the common Crotaline species, rattlesnake, copperhead moccasin, water moccasin and one Elapine species, the deadly coral.

The matter of incision, following the application of the ligature, proved to be the greatest concern of the counselors. Recall that even the very large vipers rarely strike deeper than $\frac{3}{8}$ of an inch (M. Woodard, "Outdoor Hazards," 1955, published by MacMillan Company, New York), and more usually from about $\frac{1}{8}$ to $\frac{1}{4}$ of an inch. The total venomous deposit is about $\frac{1}{3}$ of an ounce, or two to three teaspoonsful. To protect the victim from a too enthusiastic, or too timid, field surgeon-counselor, it is my practice to wrap about 12 layers of half inch adhesive tape around the body of the blade in the snake-bite kit, commencing $\frac{1}{4}$ of an inch from the sharp edge.

With such a protective wrapping, the counselor is less fearful of cutting too deeply. A good trick is to practice on citrus fruit. Paint the fresh snake bite wound with antiseptic and

also the edge of the blade. Cut a straight line over each fang mark, $\frac{1}{4}$ of an inch long and about $\frac{1}{4}$ of an inch deep. The letter X may be made initially, but if multiple incisions have to be made over the swelling subsequently, linear cuts will suffice and leave less disfiguring scars after healing. Cut parallel to, *not across*, obvious blood vessels and tendons. If one should strike a blood vessel, again do not panic, but apply pressure to the bleeder and repeat the incision in another direction. The bloody material from the incisions should ooze slowly, but not spurt.

Under field conditions, how much blood loss is safe? The literature is very vague on this point. I point out that in a three to four hour period the amount of blood will saturate

of the swelling. This additional surgery will depend, however, on length of time it will take to reach a center for definitive treatment. Certainly the victim should be carried, as immobilized as practical, to the nearest conveyance. Unless the infirmity of the camp is adequately prepared for snake bite treatment, the stricken person should be transported to the nearest hospital.

According to reports on treatment of snake bite, a warning is noted that the common antihistamines enhance the toxicity of the venoms, namely, those of the rattlesnake, copperhead, water and cotton-mouth moccasin, whereas the cortisone drugs prove beneficial. These two classes of drugs are anti-allergic medicament, frequently carried by an allergic camper,

Be Prepared To Handle Snake Bite Emergencies

By Louis J. Polskin, Ph.D., M.D.

three or four handkerchiefs. Apply repeated suction over the cuts for at least 30 minutes during the first hour, then about 20 minutes hourly.

Swelling

Need for further incisions, each $\frac{1}{4}$ of an inch long and $\frac{1}{4}$ of an inch deep, will depend on the rapidity of swelling over the wound site. Swelling, occurring in a matter of minutes, indicates a relatively deep venomous deposit, particularly into muscle. Swelling, not appearing for a while, does not discount the seriousness of the snake strike, according to Dr. H. M. Smith of the University of Illinois. A snake bite that does not swell may be more dangerous than one that does. It is the presence of fang marks in an otherwise horseshoe shaped row of evenly carved tooth marks that calls for immediate decision for incision. The chance of meeting a venomous species is estimated as 1 in 10. Of course, if the snake is identified by the group as a venomous viper, particularly if the bite marks are distorted, incision is mandatory. If the swelling advances in spite of the tourniquet, advance the ligature two inches and repeat 3 to 10 incisions, each $\frac{1}{4}$ of an inch long and $\frac{1}{4}$ of an inch deep over the maximum bulge and along the edges

particularly on a long hike or when on an overnight in the woods. Thus the treatment of snake bite injury in the field could be aided if the counselor was cognizant of the corticosteroid drugs which his allergic campers may be carrying. He could safely give the snake bite casualty a double dose of the drug every three hours. It would not be amiss to supplement the first aid kit with several cortisone pills, since these are safe in emergency of insect bite, itching, or hives regardless of source.

Application of Cold

Cold applications to the wound, for example water from a stream, from the onset of the strike until the victim reaches a treatment center, are worthwhile. Wet, cold compresses will reduce painful sensation in the wound both before and after incision. Moreover, these will help immobilize the frightened camper. There is evidence in the literature that chilling has no therapeutic value in treating experimentally envenomated animals. Some reports contend that extreme chilling may even prove injurious. However, this would not hold in the situation of a summer camp. The degree of cold obtainable from a stream is far lower than that produced under laboratory conditions. It

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should be emphasized, also, that the psychological effect of "doing something" for an injured trail-blazer does far more good than verbal reassurance alone.

To Cut or Not to Cut

What about the counselor who does not have the courage to do the minimal cut down over the fang marks? Perhaps he should not be punished or belittled, since use of the tourniquet - incision - suction method versus the administration of anti-venin solely, without prior mechanical or surgical measures, is currently a controversial issue among physicians practicing in snake infested areas.

Certain proponents maintain that incision and suction has no value in the treatment of envenomation in animals, and others conclude that a wide disfiguring incision would be necessary in order to remove any significant amount of venom locally. Furthermore, on the extremities, which receive nearly all the snake strikes (lower extremities, 57%; upper extremities, 42%) a long incision would be impractical and necessitate subsequent reparative surgery.

I do not agree in toto with these arguments, but believe very strongly in the incision of the fang marks, after application of the ligature about two inches in advance of the wound, as the minimal procedure in this type of injury. This should be done as quickly as practical! Certainly a stricken trail-blazer, hours away from an adequate first aid station, deserves this minimal treatment as a life saving procedure. Doctors think nothing of dashing a sharp blade, often without an anesthetic, into a boil in order to express its poisonous contents. Hence why hesitate in the case of a pool of venom freshly deposited by a deadly viper? Moreover, since this poisonous pool does not stay localized, but permeates tissue and blood cells rapidly, would it not be logical to express it as early as practical?

Incision, to be effective, should be done immediately, with the accompanying aid of "damming up" of the venomous saliva by means of a ligature and immobilization of the victim. If the limb becomes numb or turns blue, it is obvious that the tourniquet had been applied too tightly. The ligature is intended to block the superficial veins and lymphatics, not the deep arterial system. As a test for tightness, one should be able to push one's finger into the flesh immediately underneath the tourniquet without difficulty. In any case release the ligature every 15 minutes for 15 seconds and apply again.

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President Rogers Praises Leadership Seminars, Urges ACA Promotion

By Fred V. Rogers
President, ACA

Up and down the land camp directors, counselors and staff are "at ready" anticipating the opening of the 1960 summer camping season. It staggers the imagination to conjecture the number of camps, camp personnel and campers who will soon "trek" into woods, by streams, by lakes, into mountains and onto plains for another experience of adventure in God's great out-of-doors. There is a common bond of good will and best wishes among members of the American Camping Association as we look to our opportunity and responsibility this summer. We presume to speak for all camp directors whose camps proudly display the ACA seal in expressing to all, individually and collectively, our hopes that this will be a season of fine camping.

We have been impressed with the excellent programs and increased number of ACA Section Leadership Seminars in the past few weeks. Recognizing that camp programs rise or fall on the quality of leadership, camp people are joining forces to train their personnel before arrival at the camp setting. It has been our privilege to participate in three such programs in camp setting this spring. It is truly inspiring to see the eagerness, the desire to learn, the sincerity of the young people as they prepare for their summer assignments.

In these last few days before the camping season, fulfill your part of the ACA membership drive by contacting, personally, once again, each of the prospects supplied you by your campaign chairman. The goal is so simple that if each member enrolls another, we'll go "over the top." The strength of our organization is in its total number and unanimity of purpose. As yet, we cannot claim our voice is that of a majority of camping, and, until we do, we must accept our shortcomings as an indictment. This is a collective effort, not just the job of a dedicated few.

This summer, tell your staff and campers about ACA. Explain the

standards program so that each of those you have in your camp will be emissaries in their home and community. Offer your staff an opportunity to join ACA and explain the values of membership to them. Pass a list among them at counselor meetings on which they can "sign up" as a member. Some camps pay all or share the cost of membership of staff members, recognizing that the Section activities, *Camping Magazine*, conferences and seminars, etc. are among their best staff training tools. Several camps find it is only necessary to explain ACA to enlist from $\frac{1}{3}$ to $\frac{3}{4}$ of their staff for ACA membership!

In advance, we express the thanks of all camp members to the host of Section Standards visitors who will volunteer their time and share their knowledge with new camp member

applicants. We know they look on this service as an opportunity to help the cause of camping through education. We warrant each will find himself greatly rewarded in terms of fellowship and observation by broadening his camping horizons beyond the confines of his own camp.

As you increase your staff training and personal libraries, remember ACA carries many titles at standard prices. Get in the habit of buying your books through our national office.

When making your publicity and public relations contacts through the summer season, use ACA and the camp membership seal as often as possible. If you have a camp sign and are certified, use the seal. If you wish to purchase a sign, including the seal, just contact our national office. The importance and value of the seal and the camp membership is enhanced through its use.

Until fall, then, when a full calendar of ACA programs and activities will get under way—"Fair Winds and a Pleasant Voyage!"

Delegates Report on White House Conference on Children and Youth

The Golden Anniversary White House Conference on Children and Youth, held in Washington March 27 to April 2, was attended by Hugh Ransom, Executive Director of ACA; T. R. Alexander, past president of ACA; Fred Carl, of the Metropolitan Washington YMCA camps and Region II chairman; and the two youth delegates, Harold Schneikert, Jr., of Arlington, Va., who is on Mr. Carl's camp staff, and Aimee Gibson of Winchester, Va., who is a counselor at Camp Rim Rock, Yellow Springs, W. Va.

ACA was further represented at the opening Plenary Session by Farley Massey, and Josephine Kelly, co-directors of Camp Rim Rock.

Enthusiastic reports were made by all ACA delegates. Hugh Ransom reports as follows:

"All five ACA delegates arrived in Washington on Sunday afternoon in time to go together to the University of Maryland for the opening Plenary Session Sunday evening, at which

President Eisenhower spoke. Farley Massey and Josephine Kelly joined us for this opening session.

"After the opening general session, which was very spectacular and excellent, the seven of us stopped for a snack and discussed plans for the week of the White House Conference. "The first three days of the Conference followed a fairly set pattern except for evenings. There were sessions from 9 to 10:15 a.m. in six different assembly locations, with top speakers on youth subjects of a general nature. From 10:15 to 12 noon, 18 forums met on more specific subjects. T. R. Alexander, Fred Carl and Harold Schneikert were in the forum on Recreation and Leisure. Aimee Gibson was in the forum on Early Adolescence, and I was in the forum on Citizenship.

"In the afternoon the work groups met. There were 210 of them, with participants divided into groups of 25 to 30 persons.

"There were specific programs in

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Light From A Thousand Campfires—edited by Kenneth B. Webb. The enduring literature of camping, selected from the pages of Camping Magazine. Five sections cover What is Camping—and Why?; The Staff; The Many Kinds of Camps; The Campers; and The Program. (Association Press) 384 pp. \$4.95.

Camping Is Education—prepared by a committee under chairmanship of Helen Haskell and presented as a monograph in January 1960 issue of Camping Magazine. One camping leader comments, "the message contained is of such an important nature that it should be mailed to every person in the country connected with education . . ." Copies with heavy cover, 75¢ each; 4-24 copies, 50¢ each; 25 or more, 45¢ each.

The Unique Mission of the Summer Camp—by C. Walton Johnson. A poetically written statement of the values of a summer camp experience. Fred V. Rogers, ACA president, states, "In these days of materialism, urbanization, mechanization, conformity and superficial living, it is good to have this Dean of Camping, C. Walton Johnson, bring into clear focus the real purpose, philosophy and mission of the summer camp." 75¢ each; 5-24 copies 60¢ each; 25 or more copies, 50¢ each.

Conservation of the Campsite—prepared by the ACA Conservation in Camping project under direction of Reynold Carlson. All camp directors and administrators should study this book carefully. It gives valuable assistance in one of camping's most urgent problems—conserving campsites for tomorrow's campers. 75¢ each.

Accident Report Forms—Developed by ACA to meet the Standards requirement for a standardized form. In pads of 25, 8½ x 11, 75¢.

Additional ACA Publication include Let's All Sing, the popular ACA songbook, 1-24 copies, 40¢ each; Directory of ACA Member Camps, including the 1960 supplement, \$1.00; and many others. Write to ACA for publications list and prices.

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the evenings, such as the Symphony on Monday night, the Ball on Wednesday night, the meeting of youth delegates with Danny Kaye on Thursday night.

"On Thursday morning delegates met by state delegations, and in the afternoon, resolutions developed by the work groups during the three previous days were presented and voted on. There were 1,600 of these resolutions, so this was a very interesting and difficult task.

"On Friday morning the last Plenary Session concluded the Conference. This session was to have presented the adopted resolutions so delegates could take them home with them. Because of the great number of these resolutions, it was not possible to do this. However, copies of the resolutions are being sent to delegates, and we will be able to pull out those related to camping.

"On Wednesday the five ACA delegates, plus Nancy Swank of Colorado Section and Dr. Ellen Harvey from Capital Section met at the YMCA for lunch. We discussed how the results of the Conference can be used in the interests of ACA.

"The resolutions will be very helpful in connection with the workshop on "Unique Contributions of Camping in the Next Decade," to be held at ACA Headquarters in October. Plans for the workshop are being made by the ACA Program Committee, with Marjorie Leonard, chairman. Each Section is urged to send a delegate carefully selected as to interest and ability to contribute. We anticipate that the results of the workshop will be used at Regional Conventions next February and March, and possibly for Section meetings throughout the year.

"We are hopeful that some important directions will come as a result of studying the needs of children and then determining how camps can help fulfill these needs."

T. R. Alexander's Report

Highlights of Mr. Alexander's review of the White House Conference follow:

"Actually the Conference was only a dramatic, dynamic high point in an ongoing process. More important was the fact-finding focus on children and youth which involved nearly 5,000,000 citizens at state and local community levels during the months of advance preparation. Most important will be the follow-up, with immediate and long range plans, of the several hundred recommendations covering the 18 major areas of concern for the decade ahead.

"Using the findings and recom-

mentations of the Conference, camping leaders will need to appraise our ideals and values, assess the impact of today's economic, social and cultural factors and the effect of science, technology, population pressures and world events on children and youth.

"This calls for closer coordination of all of our resources at every level of operation, local, state and nationwide. Camping, with years of experience and public acceptance, has a unique contribution to make if we are willing to re-think and re-evaluate our objectives in terms of the changing needs of children and if we will share and cooperate as we supplement the teachings and influences of home, church, school and community."

Youth Delegates' Reports

Both youth delegates, Harold Schneikert and Aimee Gibson, expressed their appreciation of the opportunity ACA afforded them and their conviction of the value the Conference had for them. Harold reported in part:

"I was in work-group 58, sub-committee on programs. Our discussion was on resources for leisure-time learning and recreation.

"The proposals from our Forum that I feel are of especial interest to ACA are:

"1. Leadership for individual family camping.

"2. Emphasis on programs for girls, older adolescents, young marrieds, gifted and handicapped children and youth.

"3. Appraisal of programs with emphasis on values to the individual, the family and the group.

"4. More emphasis placed on leadership training.

"5. Opportunities to develop leadership potential in youth.

"6. Study of recreation facilities now limited to seasonal use toward developing them for year-round use."

Aimee Gibson feels that attending the Conference has helped her make up her mind that "I definitely would like to work with children when I get out of college.

"I learned a great deal from the conference. I do have some criticisms of it, however. Many people have asked me, 'How much good does the Conference do?' I explain that many states work hard to see that the Conference's recommendations are carried out. Virginia, though, seems to take little interest in the conference. Our home paper did not publish one article telling of the outcome of the Conference. It is necessary to find some way to make states more interested.

"Another criticism is that the Conference seems to have come up with too many recommendations. Wouldn't it be better to have only a few recommendations on which to concentrate? Then more improvements would be made in the most important areas.

"I have one suggestion to make to ACA. That is to make themselves more known to the world. There are some people who do not know what ACA is. Could there be some way it can make itself known to them?"

1962 ACA Convention Committees Named

Plans for the 1962 National Convention of ACA are now well underway. Convention Chairman, John Dreason, has announced the following committees and chairmen for the convention to be held in New York City on March 6 to 10:

Steering Committee: Herman Baar, chairman, Program Division; Gerald Harrison, ACA assistant executive director; Howard Lilienthal, chairman, Finance Division; Jerald Newton, ACA National Board member; Ralph Roehm, chairman, Operations Division; Elisabeth Strom, ACA National Board member; John Dreason, Convention Chairman; and Ethel Bebb, Promotion.

Program Division: Herman Baar, chairman; Otto Rosahn, General Sessions; Betty G. Alley, Small Sessions; and Howard Gibbs, Kindred Groups.

Operations Division: Ralph Roehm, chairman; Roberts Burr, Arrangements, Housing; Alice Stevens, Hospitality, Entertainment; Betsy Garrison, Publicity; Ethel Bebb, Promotion; and Miriam Power, Information.

Finance Division: Howard Lilienthal, chairman; Carrie Sinn, Registration, Tickets; Larry Mickolic, Exhibits; and Howard Galloway, Printing.

The Convention Committee also announced that the Statler-Hilton Hotel, site of the 1962 convention, has started its remodeling project and it will be finished long before the convention. This project involves bridging over the mezzanine and opening up the whole floor for exhibit space. It will be possible for ACA to serve up to 250 exhibitors.

The Steering Committee is planning for the finest ACA National Convention to date and has set a goal for 3,000 registrants in 1962.

Correction

In the May issue of Camping Magazine, page 30, in the caption under the picture of the Steering Committee of the 1960 Golden Anniversary Con-

vention, the name of Ford Carr, Operations Division Chairman, was omitted. He is third from left in the picture.

Leadership Training Courses Announced

The May issue of Camping Magazine carried a listing of courses offered for training camp counselors and leaders. Here are additional courses that have been reported to us.

Recreation School Eastern Cooperative

Date: Aug. 22—Sept. 2.

Place: New York University Camp, Lake Sebago, Sloatsburg, N. Y.

Content: Recreation principles and techniques in dancing, dramatics, games, music, crafts, play activities and program planning.

Fee: \$105 for room, board and tuition.

Contact: Miss Marcia Dippel, Business Manager, 287 Falstaff Rd., Rochester 9, N. Y.

Audubon Camp of Connecticut

Dates: June 19—25 (counselors); June 26—July 2; July 3—16; July 17—30; Aug. 7—20; Aug. 21—Sept. 3.

Place: Audubon Camp of Conn., Greenwich, Conn.

Content: Rich experiences in the outdoors, new teaching methods, program aids, opportunity to observe living animals and plants in a variety of natural habitats.

Fee: One-week session, \$60; two-week session, \$105.

Contact: National Audubon Society, 1130 5th Ave., New York 28.

(Other Audubon Camps are in Calif., Maine, and Wisc. Information on these is available from National Audubon Society.)

Lost River Conservation Camp

Date: June 26—July 2

Place: North Woodstock, N. H.

Content: For teachers and youth leaders interested in conservation, guided exploration of soil, water, animal life and forest resources. Field study trips teach fundamental balance of nature, interrelationship of natural resources, and their effect on the community.

Fee: \$35 (\$1 registration by May 15.)

Contact: Society for the Protection of New Hampshire Forests, 5 S. State St., Concord, N. H.

Teela-Wooket Archery Camp

Date: June 21—July 3

Place: Camp Teela-Wooket, Roxbury, Vt.

Content: Techniques in all phases of archery for both beginners and advanced archers, course equivalent to 2½ points credit in college or university.

Fee: \$8 per day—all inclusive.

Contact: Mrs. Myrtle K. Miller, 200 5th Ave., Room 359, New York 10.

Burleigh Hill Sailing Course

Burleigh Hill, coed sailing camp in Boothbay, Maine, announces a post-season sailing course for counselors. The course will cover basic sailing instruction, racing techniques, nautical chart reading, and other phases of seamanship. There will also be instruction in water-skiing and outboard motor boat handling. For information write Lester Rhoads, Boothbay, Maine.

Journalism Conference Plans

The Third Annual Journalism Conference, sponsored by Mrs. Zak Zarakov, will take place at Camp Zakelo, Harrison, Maine, July 18, 1960. The purpose of the one-day meeting is to foster a greater interest in camper-produced newspapers and magazines. Mrs. Zarakov, associate director of Camp Zakelo, urges camp leaders to save the date and to send sample copies of camper publications to her at 393 Clinton Rd., Brookline 46, Mass.

Aids for Camp Publications

Columbia University Scholastic Press Association's annual competition for school publications has a section for camp publications. A board of judges reads and rates entries, checks strong and weak points on a 1000-point scoring system and makes suggestions for improvement.

Stylebooks of instruction in writing and preparing copy are available for the camp adviser's use.

If a camp does not wish to compete, individual criticism is given by the Association's service.

For more information write to Columbia Scholastic Press Assn., Box 11, Low Memorial Library, New York 27, N. Y.

See You in November

With this issue of *Camping Magazine* we close our current publishing season. Be sure to take your issues along to camp so that your staff may benefit from them.

Until we resume publication in November—Good Camping!

ACA Sections Report Activities

Region II

Capital Section, working jointly with the YMCA, has developed a new division of the Section, called "Capital Section Family Campers Association." Over 100 people attended the first meeting, formed committees, and discussed plans for an informal training course on family tent and trailer camping. All camping will be done on an individual family basis. The speaker at this organization meeting was Edward Remington, special consultant for the Department of Defense for Cold Weather Clothing and Survival Gear.

New Jersey section recently released its 1960 Directory of New Jersey Camps. Copies were sent to public libraries, Chambers of Commerce, colleges and other community service organizations.

The Section held its final meeting on May 17 at Camp Dawson, day camp of the Newark YM-YWCA. Catherine Hammett was the featured speaker.



Upstate New York Section members Mrs. Evelyn Brundage of Bath and Rev. Emil Premru of Cincinnati get pointers on waterproofing packs from William Wadsworth, assistant in charge of camping, Boy Scouts of America National Office.

The Upstate New York Section's Spring Conference provided valuable discussion on integration of handicapped campers, inexpensive crafts, program, conservation in camp, and CIT programs. Mrs. Lois Standfast of Binghamton, was chairman of the conference. As a result of conference enthusiasm, 14 new members joined ACA.

Western Pennsylvania Section's Leadership Committee conducted two courses of four sessions each this spring. A counselor training course and, in cooperation with the faculty of the School of Social Work, University of Pittsburgh, a course at the professional level for camp directors and owners, program directors, head counselors, and camp board and committee members.

Region III

Michigan Section's Spring Training Weekend for camp staff and directors featured the theme, "Planning for Quality in our Camps." Stanley Michaels, ACA President-Elect, was the keynote speaker. Morning and afternoon workshops on orienteering, conservation, nature lore and other program features provided specific aid for the coming camp season.

Region IV

The Legislation Committee of Tennessee Valley Section recently held an open forum meeting to discuss the purpose and scope of the committee, and ideas and concerns of members in the area of legislation.

Armand Ball, Section president, has announced the fall conference will be held at Camp Hy Lake on Sept. 30-Oct. 1, under chairmanship of George Downey.

Region V

A group of Wisconsin Section members along with other ACA'ers took advantage of the Hawaiian tour offered as a "post" to the ACA National Convention. Lorin Gill, president of Hawaii Section, and other members made the trip memorable with a get-acquainted dinner, a tour of Honolulu and the island camps, and a traditional luau in native style. In addition to a general exchange of ideas, two members of Wisconsin Section addressed a class in camp leadership of the Recreation Department, University of Hawaii.

Region VI

Texas Section has announced that its Fall Conference will be a Personnel Institute beginning at noon Oct. 3 and ending at 2 p.m. Oct. 4, at the Driskill Hotel in Austin. The keynote speech will be on "Sight Setting for Good Staff" and will be followed by discussion groups on staff training and on personnel practices.

EQUIPMENT • SUPPLIES

National Audubon Society, 1130 5th Ave., New York 28, offers these informative materials for nature programs: Nature Bulletins written by authorities in various fields of natural history; Bulletins on Conservation; and Nature Charts, 22" x 14", illustrated with line drawings. Write the Society for descriptive leaflet.

The AerVoid catalog circular describes the company's line of portable stainless steel carrier-dispensers and accessories for transporting and serving hot or cold foods and beverages. Write Vacuum Can Co., 19 S. Hoyne Ave., Chicago 12.

Crowe & Coulter, Box 255, Cherokee, N. C., offers wood-carving kits consisting of block-cut animal figures ready for carving and finishing. Instructions are included.

The Trip-Lite line of campers' foods from S. Gumpert Co., 812 Jersey Ave., Jersey City 2, N. J., includes several new main-dish items and other dehydrated foods such as fruit-flavored punch, chocolate malted milk, soups and fruits. Write for information.

Webb Indian Tipis, developed from an Indian pattern, are made of rugged canvas that can be painted with Indian designs. The company also has available wall tents, hiker tents, and other types, as well as ponchos, sleeping bags, cots and ground-cloths. For descriptive folder write to Webb Manufacturing Co., 4th and Cambria Sts., Philadelphia 33.

Pillsbury's Potato Flakes are now available in a 5-pound bag for lower cost and easier storage. Each bag is reported to provide 164 servings at a cost of 1.7¢ per 3-ounce portion (including use of fresh, whole milk.) For information on this and Pillsbury food mixes write to The Pillsbury Co., Station No. 431, Minneapolis 2, Minn.

Glitter Magic Decorating Tubes offer a new craft material which may be used to make pictures, decorate Indian costumes, prepare camp banners, banquet decorations, etc. Tubes contain both glitter and adhesive for application to textiles, glass, leather,

paper and plastic. Write for information on Glitter Magic Decorating Tubes and Kits to: O. E. Linck Co., Inc., Clifton, N. J.

Children's Reading Service, 1978 St. Johns Place, Dept. PR, Brooklyn 13, N. Y., offers the new CRS Record Catalog listing phonograph records and rhythm band instruments for children of kindergarten through sixth grade. Requests for free copies should be on camp letterhead.

A new catalog which describes and illustrates products for building, improving and maintaining all types of swimming pools is available from Paragon Swimming Pool Co., Inc., Pleasantville, N. Y.

Recreational-School Catalog No. 60, from Films Incorporated, 202 E. 44th St., New York, lists 2,000 feature films and 1,000 short subjects and cartoons in 16 mm for rental.

Mattress renovating is one of the new services offered by the Bourdon Mattress Mfg. & Upholstering Co., Claremont, N. H. Additional offerings include new bedding, mattress covers and cots. Prices and catalog may be obtained by writing the company.

Campbell Soup Co., Institutional Division, Camden, N. J., is offering camps its well known 18 flavors of soup in both 50 oz. and individual-service size cans. Campbell's other products include tomato juice, pork and beans, chili con carne and Swanson boned chicken and turkey. Write Campbell's for quantity recipes, local distributors.

CampOlympics Assn. of America offers a program in which boys and girls, enrolled in affiliated resident and day camps, can participate in events in track and field, swimming, archery and riflery at their own camps. The best records at each camp are to be forwarded to the association for rating with boys and girls in other camps. Purpose of the program is to motivate individual accomplishment in a particular skill without over-emphasized competition. For more information write to CampOlympics Assn. of America, 270 Roycroft Ave., Pittsburgh 34, Pa.



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Compiled and Edited by:

ALAN KLEIN, Professor Graduate School
of Social Work, Univ. of Pittsburgh &
IRWIN H. LADNER, Director,
Camp Wabi-Kon

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A brother-sister camp at Kent, Conn., 80 miles from New York, has staff openings for counselors over 21. Salaries from \$350 up, depending on camp experience and skills. Swim instructors (WSI), tennis, golf, archery, tripping, pioneering, water-skiing, dance, music (piano), athletic instructors (phys-ed). R. N. Write: Dr. George I. Fink, Box 186, Lawrence, N.Y. de

COUNSELORS: For leading boys' camp in Maine. Crafts, riding, riflery, waterfront head (5 years adult experience), nurse. Couples considered. Camp Menatoma, 21 Ria Drive, White Plains, N. Y. f

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Miscellaneous

DIGEST OF PENNSYLVANIA LAWS
"Digest of Pennsylvania Laws & Regulations Affecting Organized Camps" prepared by University of Pittsburgh Law School for Pennsylvania Camping Federation, March 1960. A handy tool for owners, directors, executives, \$2.65. Western Pennsylvania Section, ACA, Bud Wessolek Treasurer, 4412 Butler St., Pittsburgh 1 Pa.

INDEX TO ADVERTISERS

Acme Wholesalers, Inc.	28
Admiral Equipment Co.	30
American Camping Assn.	32
American Playground Device Co.	30
American School Supply, Inc.	36
Audio Equipment Co., Inc.	37
Campbell Soup Co.	19
Camp Specialties	37
Canadian Camping Association	36
Carbolineum Wood Preserving Co.	37
Chap Stick Co.	28
Elin Manufacturing Co.	30
Grey Owl Indian Craft Mfg. Co.	27
Hancock Iron Works	28
Ivy Corp.	35
Kalmbach Publishing	27
Ken-Kaye Krafts Co.	22
Kenro Corporation	7
Klenzade Products, Inc.	35
J.C. Larson Co., Inc.	36
Leflar Trampolines	22
Linck, O.E., Inc.	39
Monroe Co., The	8
Name-On Co., The	36
National Studios	35
Nissen Trampoline Co.	27
Parke-Hill Corp.	8
Pearson Handicrafts, Hazel	30
Pinkham Notch Camp	37
Pye Corporation of America	22
Quaker Oats Co.	2
Quality Sales	37
Seidel & Son, Inc., Ad.	20
Sexton & Co., John	40
Scotsman-Queen Products, Inc.	24
Square Dance Associates	30
Stephenson Corporation	9
Syntex Chemical Co.	3
Thompson Royal-Craft, Inc.	9
Universal Industries, Inc.	21
Vacuum Can Co.	6
Vermont Accident Insurance Co.	24
Wallace & Tiernan, Inc.	5
Webb Manufacturing Co.	4
Whitmire Research Laboratories	27
Woodside Supply Co.	5

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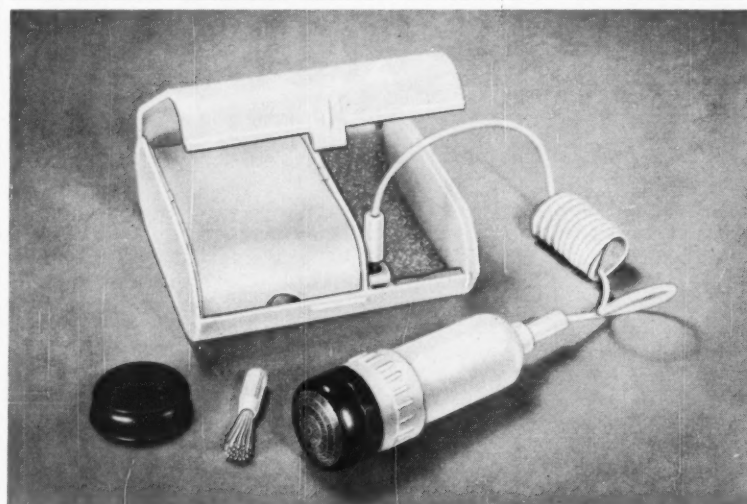
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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

The Core of Camping

By Sidney N. Geal
ACA Standards Director

"WE ARE GREATLY concerned about camping, but we also want to help prepare youth for living in our modern age," one camp director said to me during my visiting of camps last summer. The camp's facilities gave further evidence of the dual purpose as stated by this director and concurred with by other directors. In fact, if I attempted to give a composite picture of the many camps visited, it would include both the rustic and the modern, the pioneer and the progressive, the country and the city, and the physical and the cultural.

The aggregate number of years of camp administrative experience of the 30 or more resident camp directors would total well over 600 years. It was small wonder that reminiscing occurred. Recalling the past experiences was not so much in the spirit of "the good old days," as it was in recognizing the advances and changes in camping during the past two, three, four and even five decades.

Much of the camper's time, for example, used to be occupied with the physical care and maintenance of the camp as a definite part of a camping experience. Now, with staff supplementation and modern conveniences adding available camper time, more program needs can and must be met.

Camps have increased numerically during the past 20 years. Capacities have been greatly enlarged and age levels have been lowered. Parental attitudes have changed from "Is it wise and safe to send my child to camp?" to "Which camp is best for my child?" Many experienced directors reflected on the days when they spent time with each camper, personally participated in the activities (a number still make it a point to do so in a limited way) and had more or less a singleness of purpose.

Now, with increases in capacities, facilities, staff and changing program concepts, the function of the camp director seems to be evolving into a multiplicity of roles as administrator, psychologist, educator, child welfare expert, recreation director, guidance consultant and coordinator.

The element of competition has also increased over the years with an apparent effect on all of the factors of camping—on camp promotion, program and facilities. It was particularly interesting to note that many camps had, over the years, developed excellent tradition to which they were holding steadfastly. But in others, change and competition were creating compromise with original intent and purpose.

These were normal comparisons. They were not odious. They were reflective comparisons and changes noted, for the most part, were all to the good. They were comparisons that gave evidence to the validity of the statement, "We are greatly concerned about camping, but . . ." Other directors' statements, such as "While we have a

sports program, it is secondary to our main purpose," or "We want to do much more in nature lore and campcraft if and when we can procure adequate, trained leadership" lend added weight to the validity of the concern for camping and impetus to the query of "what is camping?" in light of our modern day concerns.

Change in itself may be either good or bad, dependent a great deal upon the individual concept and upon the greatest benefit to the greatest number. Certainly the changes made in camping during the past two decades give ample proof of not only the need for Standards, but also the need for flexibility and revision in the development and implementation of Standards.

If camping is to maintain its separate entity as a great and dynamic program and not become absorbed into a total mass of conglomerate outdoor activities, then consideration needs to be given to specifically defining it. What camping is, is equally as important as what camping does. The dual concern for camping and the preparation of youth for living in the modern age might be more readily correlated if the component parts of camping were to be clearly and specifically defined and adhered to.

If three or four such factors, recognized as distinct segments of camping (nature lore, woodcraft, etc.,) could be so specifically designated in the Standards requirements, might it not help in the interpretation of what is camping? The recognized fact that the term "camps" is no longer synonymous with the term "camping" creates confusion and misinterpretation, not only in the camping field itself, but also in the minds of legislators who may be thinking of establishing laws regulating camping and educators endeavoring to teach courses in camping. Without concrete interpretation of what camping is, legislators are prone to lump camping in with any and every form of activity to which the term camp is applied and educators tend to compound camping techniques with recreation, physical education and similar kindred courses.

No two camps are alike and the variables to be found in camping contribute much to its growth. However, there still remains a core to camping.

The basic fundamentals in education are reading, 'riting, and 'rithmetic, to which has been added a multitude of worthwhile variables and frills, but there still remains the core. The core in camping must not be lost in the shuffle. The "three R's" in camping must be identified and adhered to if camping is to retain its identity and separate entity and if Standards are to be the determining factor of when a camp is really "Camping."

—Excerpted from Mr. Geal's comprehensive report of his visit to camps during the summer of 1959.

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